

# *The Elementary English Review*

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## **A YEAR'S RESEARCH IN ENGLISH**

MILDRED A. DAWSON

**SPEECH AND THE TEACHER**  
DORATHY ECKELMAN

**INTERNATIONAL FRIENDSHIP  
IN THE EARLY GRADES**  
ADELE K. SOLHEIM

**RECENT CHILDREN'S BOOKS**  
IRENE B. MELOY and IRENE GELTCH

**ARTICLES BY**  
MARY E. BOWERS, FLORENCE A. BRADY,  
and R. A. PULLIAM

**NEWS OF THE NATIONAL  
COUNCIL**

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

# The Elementary English Review

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# THE ELEMENTARY ENGLISH REVIEW

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## The Speech Correctionist Talks With The Classroom Teacher

DORATHY ECKELMAN<sup>1</sup>

While the curriculum of the elementary school has not as yet fully recognized the importance of direct speech education, specific measures have been taken by many educational groups to promote better opportunities in this area. One aspect of speech which has been accelerated in recent years is correction. It seems to be easier to show administrators the need for this type of training than for the wider program of speech improvement. This may be due to the more dramatic role of the correctionist, or it may be that since her work is more limited the goals are more sharply defined and lend themselves more readily to administration.

The speech correctionist ordinarily deals with less than ten per cent of the school population. In most schools her work deals entirely with the re-education of speech which is inadequate—speech which deviates from the normal to the extent (1) that it calls un-

pleasant attention to itself, (2) that it interferes with communication of thought either because of its unintelligibility or its paucity of responses, or (3) that it has brought about the emotional maladjustment of the child. This means that the speech correctionist thinks largely in terms of articulation, voice quality, fluency, language development, and the mental attitude toward speech. Her charges are the "Wogers who don't talk wight", the Susies who "talk through their noses", and the Jimmies who stutter. Thrown into the hopper are a few cleft-palate cases, children with cerebral palsy, cases of delayed speech (speechlessness), and the hard-of-hearing child. This is indeed a very limited and specialized portion of the broad field of oral communication and deals largely with the

<sup>1</sup>Supervisor of speech correction in the Peoria (Ill.) Public Schools. Next fall Miss Eckelman will discuss the question, "What the Classroom Teacher Can Do About Articulation Problems," and will offer suggestions concerning the stuttering child.

manner of speaking and with mental hygiene. The classroom teacher is also concerned with these problems as well as with those related to the expression of thoughts and ideas. She must teach such fundamentals as the choice and organization of content, correct usage of language, diction, pronunciation, bodily activity, fluent reading, as well as types of speaking, and the broad social significance of speech in a democracy. If one considers the total implications involved in oral communication, he finds that no matter how many special teachers of speech a school system has—correctionists, auditorium teachers, supervisors—the major responsibility for inculcating good speech habits rests squarely with the classroom teacher. Whether she likes it or not and whether or not she has had specific speech training, she is teaching speech a great portion of her day.

My experience as a speech correctionist is that classroom teachers are eager for help and frequently seek consultation. How can the speech correctionist whose work is so highly specialized offer any practical suggestions to the classroom teacher beyond those which have to do with the speech-handicapped child?

First, attention may be called to three very simple observations of the correctionist which to me underlie the basic philosophy of elementary speech teaching: (1) A great number of speech disorders are purely functional. They have no organic basis—physical or mental. This means that they are learned activities, and this learning has usually taken place before the child started to school. (2) Speech disorders of a functional nature are more easily eradicated when the child is young, partly because he has not developed strong inhibitory attitudes toward his speech and partly because of the habit factor involved. Continued practice of the undesirable features of his speech makes them more or less

permanent. (3) Similar deviations of speech to those evidenced by the child often can be found in other members of his family.

Just what implications have these observations for the classroom teacher? In the first place, if poor speech habits are learned activities, good speech habits are likewise learned activities, and only when positive and carefully planned speech training is introduced in the classroom can we hope to realize clear, effective oral communication. Speech training must not be left to chance in these early years. In recent years a catch-phrase with teachers of speech has been, "Speech training may be incidental, but it must not be accidental." We must have clearly defined goals and objectives in the elementary school years and we must have specific means of attaining them. Here I might interject the thought that the *Experience Curriculum*, published by the National Council of Teachers of English, is an excellent example of such planning and is accessible to all teachers. The new Iowa *Elementary Teacher's Handbook*, the California bulletin on speech, and the Cleveland and Cincinnati courses of study embody this philosophy and are valuable guides in planning such a program.<sup>2</sup>

The second observation merely reinforces the first. If negative speech habits become more thoroughly entrenched with time, it is reasonable, therefore, to assume that positive habits early established and sustained over a long period of training will also become firmly established and will provide the foundation on which to build more refined habits. Speech

<sup>2</sup>Iowa Dept. of Public Instruction. *Oral and Written Language*. (Iowa Elementary Teachers Handbook, Vol. IV) Des Moines, 1944.

California State Dept. of Education. W.P.A. Project 1441-A. *Speech in Education*. 1938.

Cincinnati Public Schools. Curriculum Bul. 95. *A Primary Manual* 1943. pp. 65-80; 136-166.

Cleveland Public Schools. Language Arts 1941. *Speech Improvement Course of Study for Primary Division*. 1941.



training, then, should be begun as early as possible.

The third observation may be superfluous, but in my estimation it is the most important. It is reasonable to assume that if similar speech patterns can be found in the child's surroundings and no organic deviations run through the family, speech is largely imitation, conscious or unconscious, of what he has been hearing. The teacher should look, therefore, to her own speech habits. Children who have pleasant, well-controlled, flexible voices have usually been addressed consistently in such voices.

I can recall that a third grade teacher who was very popular with her students always spoke in a tiny voice with teeth clenched. (She had a very bad throat and didn't realize that she was protecting it in this manner.) At the close of the school year almost every child in that room spoke in a muffled and almost inaudible voice in any type of school-room activity. Needless to say there was a hushed and repressed atmosphere in that room; there had to be; one couldn't hear what was said otherwise. The teacher who received this group in the fourth grade was much disturbed. She herself spoke in a ringing but somewhat strident voice, and by the end of the year in order to gain her approval and in order to participate in the auditorium activities which she sponsored, most of these pupils had copied not only her voice quality but also her intonation and mannerisms.

Another even more striking example of this is that of a country school in Missouri. A visiting county supervisor was struck by the fact that almost every child who greeted her on the playground had a peculiar distortion of the "s" and "z" sounds. When the teacher appeared and began to talk the reason was quite apparent.

There is no doubt about it—children will

imitate, and they should have good patterns from which to copy, especially if the out-of-school environment is poor. The old saying, "What you do speaks so loud I can't hear what you say," certainly holds in speech education. It is my personal opinion that every teacher should have a high fidelity recording made of her own voice at least once a year and should study it carefully. It may be an unpleasant revelation if she hears a "tight-teacher-voice" spinning off the disk. She would probably be startled even more if a recording were made in the class-room when she was unaware of it. Often when I pass a classroom and hear strident, emotional, high-pitched, monotonous, whining voices coming from teachers, I wish I could make a recording then and there and play it back immediately. In most cases no comment would be necessary. Teachers will agree that these are not the patterns they wish to set for their pupils.

The correctionist can also be of help to the classroom teacher by offering her specific help with classroom problems. Ordinarily these have to do with improvement rather than correction. Where one draws the line between the two I'm sure I don't know exactly, but as one would expect, the speech problems that are brought before the correctionist are those requiring remedial measures. Among the most common of the undesirable speech habits to which teachers object and for which they seek the correctionist's help are these: (1) poor volume—th: child either speaks so softly that it is difficult to hear him except in intimate conversation, or he speaks loud enough to blast one's eardrums; (2) sentences that begin with normal intensity and trail off into nothingness; (3) reluctance to speak in or before the group—excessive shyness or embarrassment; (4) indistinct muffled speech; (5) whining, infantile voices; (6) inarticulateness; (7) unpleasant

voices—nasal, thin, hoarse, denasal, harsh; (8) sound substitutions or distortions consistent in that community such as "d" for "th", "sh" for "ch", "s" for "z", the short "i" for the short "e", etc; (9) rambling talk; (10) non-fluent reading; (11) the inability to listen; (12) impoverished vocabulary and usage errors and (13) the tendency to monopolize.

Surveys made by the teachers of speech at the high school and college level also report the existence of such difficulties, and any teacher who checks over this list will testify as to the universality of these complaints. To attempt to offer specific suggestions for meeting all of them in the short space of a magazine article is impossible. In recent years a few books<sup>3</sup> designed to assist the classroom teachers with such problems have made their way to the market and merit attention. There are a few suggestions as to method that arise from the clinical background of the correctionist which might be worth passing on at this point.

The speech correctionist does not begin his work until he has made a careful inventory of the speech needs and abilities of the child or group of children with whom he is to work. His program is never a hit-or-miss affair. It is a carefully planned program of test, teach, drill, and re-test. He begins with either the deficiency which can be most easily removed and thus motivate further efforts through the success of the first, or he picks

out the most glaring deficiency, the correction of which will contribute most to more effective speech. Such procedure can well be carried over into a larger group. After an inventory of the specific needs and abilities of a group is made, then specific, carefully-defined goals can be set up.

Not only must the teacher recognize the child's problem, but he also must know and understand clearly the goal toward which his efforts are to be directed. One excellent way of enabling the child to evaluate his speech more or less objectively is that of making a recording. As the record is played back, it is very easy for the teacher to point out the faults in articulation, fluency, and use of voice. This serves not only as a diagnostic measure but also as a strong motivating device. One must remember that the child is usually unaware of his problem. His speech sounds perfectly all right to him until someone else reacts to it unfavorably. Even then it is usually necessary for someone else to point out its deficiencies.

A few years ago recordings were made of a sixth grade English class in Iowa. When they were played back the class wriggled in delighted anticipation, and they immediately fell in with the teacher's suggestion that as soon as they recognized the voice of the person whose recording was being played, they were to raise their hands. The same thing happened with almost every recording. There was a short period of listening, a look of dawning recognition, and then hands began waving in the air. The last hand to go up was invariably that of the person whose recording was being played. The question that was asked again and again in tones of deep disgust was, "Do I really sound like that?"

After the child recognizes his needs and the objectives of the program, one problem at a time is introduced and only one. Then

<sup>3</sup>Backus, Ollie. *Speech in Education—A Guide for the Classroom Teacher*. 1943.

Rasmussen, C. (Chm.) *Guides to Teaching Speech in the Elementary School*. Expression Co. Boston. 1943.

Raubichek, L. *How to Teach Good Speech*. (Elem. School.) Noble and Noble. 1937.

Abney & Miniace. *This Way to Better Speech*. World Book Co. N. Y. 1940.

Cotrel & Halsted. *Class Lessons for Improving Speech*. (Int. Grades.) Expression Co. 1936.

Lloyd, P. *Our First Speech Book*. Newson and Co. N. Y. 1942.

follows the teaching of this element in isolation. When it is learned there is drill and more drill, and finally it is incorporated into his larger speech pattern. At no time is he nagged, and at no time is his speech dealt with in emotional terms. This policy of the correctionist is significant for the teacher; too often in the classroom teaching is negative and overly-persistent. Try to imagine how the child must feel every time he opens his mouth to have some one say crossly. "For goodness sake, don't mumble." It's no wonder that he often loses the thread of his thoughts, gives up in despair, and takes his seat with a feeling of utter defeat.

How would the correctionist handle this and similar problems? The problem would be identified and possibly some tag name as "Minnie Mumbler" attached to it. The correctionist might imitate the child's pattern or make a recording, and then he would help him to analyze it. He would point out the contributing factors: Poor control of breath, not a large enough mouth opening, a tight jaw, sluggish movements of lips and tongue, or the failure to sound final consonants sharply. After determining what factors were operating in this case, he would set up exercises designed to bring about good breathing habits, greater oral activity, and clean-cut articulation. When the child was able to carry out these drills, he would be held responsible for this element in a small block of material—a short poem, his daily reading assignment, conversation at the supper table, or some other similar limited activity. Then, and only then, would his attention be directed to his problem and insistence on correct usage maintained. As he gained skill, he would extend this usage and would be held responsible for employing his new habit in free speech. Observe that always the suggestions given the

child are positive and that they are given without any emotional connotation.

Similarly the problem of the child who cannot be heard in the classroom could be handled. Seldom is the difficulty an organic matter such as paralysis of the velum, a cleft-palate, a bad throat, or malnutrition. It can be, of course, and then it is a case for the correctionist. Ordinarily, however, this child can speak loud enough on the playground. If his problem does not yield to such positive suggestions pleasantly stated as: "Try to talk loud enough so that Jimmy Jones way back there in the last row can hear you, too," or "Will you repeat what you just said? Mary didn't hear you," then he can be shown his specific difficulty—oral inactivity, improper use of the breath, etc. The child must first of all recognize the need for speaking loud enough. He must realize that his act of communication extends not only to the teacher or those sitting nearby but to all pupils in the room. As long as the teacher repeats what has been said by him for the benefit of the others, there is no need for the child to talk loud enough, any more than there is the need for the child with delayed speech to talk as long as his parents and siblings anticipate his needs and speak for him.

In sound substitutions common to a community, there must be many opportunities to establish the correct pattern. It is relatively easy to teach the new sound by comparing it with the incorrect one, by stimulating the correct sound orally a number of times and perhaps exaggerating it, and by showing the child the correct phonetic placement. When the sound is established in isolation, the teacher may use word lists and short jingles employing this sound. She may in free speech hold the child to the correct formation of this sound in only one word and establish some means of signalling him when he uses it

incorrectly. As he comes to use the sound with less effort, he may be held to its correct use in wider areas. The correctionist does not move on to another sound until one is well-established, and then he employs frequent review. The classroom teacher may find it helpful to write short lists of words on the blackboard from time to time for review, writing in the sound to be correctly formed in colored chalk. She might also use the correctionist's employment of games, for repetition when it is done in the spirit of fun does not seem undesirable or boring.

Many of the child's speech problems are approached by the correctionist entirely from the mental hygiene aspect. In the case of embarrassment or reluctance in speaking, in infantile perseverations, and in the tendency to monopolize, the classroom teacher can particularly adopt this approach. She must try to understand the child's fears and tensions, his needs and reactions. In short, she must seek to find the psychological implications of his behavior and to remove unwholesome attitudes toward speech and to set up positive ones. It seems to me that this should be extended beyond the child who exhibits a deficiency and be employed as well as a preventive measure for the whole group. Much can be achieved in this respect if the teacher thinks of speech activities as truly communication activities and keeps this thought before her pupils in all classroom speaking. This means that speech activities, excepting for those which are out-and-out drill for a specific purpose, should be in a natural setting, and speech skills which are taught as isolated skills should always be incorporated soon after in a meaningful performance. Classroom discussions should concern topics

which are of immediate and vital interest to the child. Classroom talks should not be the deadly dull rehashing of material with which every child is already familiar, but they should be such that will enrich the experience of the listening group.

It has been my experience that a child will put forth a great deal of persistent effort if he is sufficiently motivated by real situations. A child who consistently omits "s" will work tirelessly in order to be able to call "Santa Claus" by name when he sees him. The child who is sloppy in articulation will yield to the fascination of a broadcast over the school's loud-speaking system, over a local radio station, or even before a make-shift microphone. Speech becomes important when one knows he has a sympathetic and responsive audience and when he feels that he is making a definite contribution to the group.

Apologetically I present these suggestions, for as a former teacher of English and of general speech, I realize that I have touched only a few of the problems and those only superficially. Once more, I should like to reinforce these thoughts in regard to the improvement program in the classroom: (1) Speech training should be begun early. (2) It should be a carefully planned program based upon the child's specific needs and abilities. (3) Calm, unemotional, well-controlled speech on the part of the teacher should serve as a model. (4) An objective attitude on the part of the student toward his speech is important. (5) Speech is communication, and the teacher may isolate certain fundamentals of speech for careful study, but she and the class must never lose sight of them in their true relationship to effective communication.



# Let's Get Acquainted

ADELE K. SOLHEIM<sup>1</sup>

What did you see in the faces of the children on the Book Week poster, "United through Books"? Did you see black faces, brown faces, slanting eyes, strange costumes, or did you see twinkling eyes, mischievous eyes, inquiring, wondering eyes just like the eyes of the children who look at you every day in your schoolroom?

What did your boys and girls see in that poster? Did they see black skins, brown skins, queer costumes, or did they see boys and girls like themselves? The answers to these questions would depend upon the backgrounds, training, experiences, and attitudes of both teacher and children. What of to-morrow? Can we teachers build attitudes that may guide the children to see these children of far-away lands as children like themselves?

The theme, "United through Books," provided a challenge to try an experiment in an attempt to answer the last question. The poster was placed on the bulletin board without any comment by the teacher. After a few days the class gathered around the poster for a discussion. Some of the suggestions used to stimulate interest were:

Would you like to make some new friends?

Let's get acquainted with these children.

Where do you suppose each of these children lives?

Can we find the country where each lives on the Book Week Map?

What books have you read about any of these children?

Would you like to read some stories about these children and their countries?

Have you ever read about any of the children in the Red Cross News?

How are you united with them because you belong to the Junior Red Cross?

Let's see how we can unite with them through books.

A library committee was appointed to find books in the school library about the children in the poster. The books were brought to the classroom and displayed on the reading table. The children read books of their own choice.

The literature committee, a volunteer group, asked if it could advertise some of these books that had been read and enjoyed by its members. The advertising was done during Civic League meetings. Each advertiser tried to be the best salesman. One child patterned his advertising after the radio commercial by using a home-made microphone. Another child illustrated her story with brilliant chalk pictures. Two children, who had read the same book, dramatized a part of the story. The books were suddenly in such great demand that there were not enough to go around. The library committee asked the school librarian to order more books from the main library.

When the teacher suggested that a record of the class reading be kept, a large chart was made and posted on the board.

Pupils made oral or written reports which were checked by the teacher. When a report had been accepted, it was given to a pupil secretary, who colored the space on the chart crediting the reader.

<sup>1</sup> 4th and 5th grade demonstration teacher, Tuttle School, Minneapolis, Minn., Mr. W. W. Sandenmaier, principal.

The children liked the idea of advertising books to one another. They tried to find unusual and stimulating ways of interesting the other children in the books they had read. One board was reserved for listing names of books under the heading, "We Recommend."

Once a week the class went to the school library for a reading period. Groups were assigned to tables according to their reading levels, which ranged from grades 3B through 7A. Before the class came to the library, the librarian had books on other countries placed on the tables. These books were on the reading level of the group assigned to the respective tables.

The following suggestions were listed and kept before the children during the term: As you read try to find out how children in other countries resemble you. If you find differences try to find out why there are differences. Have you read about customs in other countries that are the same as ours?

Pictures were collected, movies were shown that stressed similarities, and where differences were noted, reasons were found to explain these differences.

The children were delighted with two books telling how to play games, one about Chinese children and another about Latin-American children. They discovered that many of them were games they knew.

After the children had been reading books about children in other lands for a period of three months, they were asked to evaluate their reading. The children were asked to tell some of the ways in which they found that children in other lands were like them. The class made a list of topics under which it classified the likenesses found. The topics were:

- |            |             |             |
|------------|-------------|-------------|
| 1. Pets    | 4. Sports   | 7. Feelings |
| 2. Schools | 5. Food     | 8. Homes    |
| 3. Games   | 6. Clothing | 9. Customs  |

Audrey, in the fourth grade, said, "I read in *The Village that Learned to Read* that the teacher wrote the word 'door' on a card and placed the card near the door. She taught the first grade children in Mexico how to read that way. My first grade teacher did that too."

Nancy said, "Gerrit in *Gerrit and the Organ* had a dog for a pet just like we have dogs for pets."

Marilyn said, "Peachblossom felt sad when her mother and father were killed in the war in China. I would feel just as she did if I lost my mother and father."

Gary said, "In *Cyclone Goes a Viking* I read about sports. The children in Norway liked to ski. I like to ski, too, when we have lots of snow."

John discovered in *Timur and His Gang* that children of Russia were helping in the war effort, saving paper and having victory gardens just like American children.

Janet was doing her job as housekeeper one day after school. She said very casually, "You know, I always felt the children in other countries were so far away; now after reading so many stories about them I feel as though they were neighbors of mine."

One child discovered that the book he was reading had been translated from the Swedish language. Other children found many books that had been translated. That seemed to interest them greatly. They felt that children in other countries were reading the same books, that they were reading.

At the present time one group of children is reading fairy tales, myths, and legends from other countries. The interest in reading about children in other lands is still high. A second group is beginning to read stories about composers of other countries. It is making slides

# Early Spring Books

IRENE B. MELOY AND IRENE GELTCH<sup>1</sup>

## *For Primary Grades*

*Little People in a Big Country.* Story by Norma Cohn, pictures by children of Soviet Russia. Oxford University Press, \$1.50.

A collection of fourteen pictures drawn by children in Uzbekistan in Soviet Asia. Some of the children are native to Uzbekistan, others are refugees from parts of Russia devastated by the war. They range in age from seven to fourteen years. Each picture is interpreted by a paragraph of text which tells something about the surroundings and experiences of the child artist. Although intended for children, this book will particularly interest adults who are concerned with the artistic expression of children. Similar in significance to the Cizek books.

*Spring Is Here.* By Lois Lenski. Oxford University Press, \$0.75.

"The warm south wind is blowing,  
Sister's hair is flowing,  
Brother's hat is going—  
Spring is here today."

All the exuberance of spring is in this pocket sized book of gay little verses for pre-school children. Pictures in pink, yellow, and green show birds singing, brother flying his kite, and children and lambs skipping.

*Very Young Verses.* Selected by Barbara Peck Geismer and Antoinette Brown Suter. Illustrated by Mildred Bronson. Houghton, \$2.00.

Two teachers at Shady Hill School in Cambridge, Massachusetts, have compiled this most satisfying anthology of poems for use with children under six. Only those poems have been chosen which awaken a definite

response in children because of content, rhythm, words, sound, or humor. Inclusion consists mostly of contemporary authors such as Dorothy Baruch, James Tippet, and Lucy Sprague Mitchell. The poems are grouped under the following headings: Birds, Beasts, and Bugs; About Me; About Other People and Things; About Going Places; About the Seasons; About the Weather; Just Pretend; Just for Fun; and Prayers.

## *For the Middle Grades*

*Hello, Alaska.* By Sarah Litchfield. Whitman, \$1.25.

History and description of Alaska make up the subject matter of an attractive book for the fourth grade. Kurt Wiese's illustrations, many of them colored, provide atmosphere and add greatly to the interest. Discovery and early colonization by the Russians, the Klondike gold rush, fur trading, dog teams, government and people are a few of the themes touched upon. A bright yellow map of Alaska in the midst of a blue sea forms the gaily colored end papers.

*Mystery of the Mayan Jewels.* By Pachita Crespi and Jessica Lee. Illustrated by Pachita Crespi. Scribner, \$1.50.

How a little girl's idle chatter to a stranger was responsible for the theft of her mother's valuable antique jewelry and how her keen power of observing helped bring the thieves to justice makes an interesting story for fifth graders. Martida had lived all her life in Costa Rica but was spending some time with her family in a New York hotel. Because she was lonely she was glad to talk with the attendants

<sup>1</sup>Members of the Thomas Hughes Room Staff of the Chicago Public Library.

of the hotel and even with the beautiful, unknown lady in the next apartment. Because she loved her old home she talked endlessly about it to all who would listen. It was this that caused all the trouble. However, everything turned out well and the children get an interesting story and incidentally a good idea of Costa Rican life. The story is based on incidents in the childhood of one of the authors and the jewels repose at present in one of New York's museums.

*Nathan, Boy of Capernaum.* By Lillie Amy Morris. Illustrated by Nedda Walker. Dutton, \$2.50.

Beautifully written, sensitive story of a ten-year-old boy who became acquainted with Jesus, loved Him as a friend, and worshipped Him as a hero. The author admits three objectives. First: to present a picture of child life in Capernaum of the time. Second: to interpret the meaning of the Sermon on the Mount for a child. Third: to give children a feeling about Jesus. In all cases she seems to have succeeded admirably. While Nathan and his family are fictitious characters there is a feeling of life about them that creates interest in their doings. No child could read this book without having a clearer picture of life in Galilee and a deeper, more tender realization of the personality of Jesus. Reading level about middle grades but younger children would enjoy the story.

*Orange on Top.* By Henrietta Van Der Haas. Illustrated by Lucille Wallower. Harcourt, \$2.00.

The Jansen family are typical of the countless Dutch families who are steadfastly, although secretly and discreetly, offering resistance to Nazi rule. Nine-year-old Bram, the only one of the family unchanged by the enveloping secrecy and fear, is eager in his wish to be a patriot, and often alarms his older brother and sister by his dangerous dis-

play of enthusiasm. The many exasperating little ways in which disdain of the Nazis can be safely but unmistakably expressed are pictured, as well as the despicable but pitiful plight of the Dutch Nazis. The finest part of the book deals with Sarah Cohen, a little Jewish refugee girl. Her affecting separation from her grandfather and the aid given her, first by the children, then by their parents, in the face of danger to themselves, make inspiring reading for children of nine and ten. Older boys and girls will also read the book because of the theme and the thirteen and fourteen-year-old children involved. Good characterization and convincing setting.

*Skating Today.* By M. R. Renick. Illustrated By Raymond Vartanian. Scribner, \$1.75.

Like the other books by this author this is a sports book for the fourth and fifth grades. Joe was interested in ice hockey, and Carol in figure skating. Besides receiving Christmas gifts of skates they were fortunate enough to find friends who were experts in these specialties and who were glad to give very helpful information and instruction. The climax is a hockey game in which Joe and his team are victors, partly due to an accidental cause. Little brother, "the Worm", who tagged them throughout the book to their great embarrassment, proved at last "that little brothers bring good luck." Will be enjoyed primarily by children who care about skating.

*Two Lands for Ming.* By Stanley Hong Chin and Virginia Fowler. Illustrated by Stanley Chin. Scribner, \$2.00.

The two lands, we may say at once, are China and America. Kwok Ming lived in China but he considered himself an American because his father had been born in the United States. Boy life in China, so different in custom yet so similar in interest to that of boys everywhere, is interestingly presented. Kwok Ming had the opportunity of traveling



from his village home to Canton. Again, while the war lord threatened his home he spent time with his married sister whose husband was a druggist in another village. He also was sent to Foochow for a visit with relatives. All in all he experienced several different types of Chinese life before he and his older brother set out for America. He had been in San Francisco just about long enough to get well acquainted and adopt an American name when Japan and China went to war. He felt glad that by helping with Chinese relief he could link together his old life and his new for he was proud both of his Chinese heritage and of his American citizenship. A wealth of information about modern China as well as about the old customs and festivals may be gleaned from this book. While there is no well sustained plot there are many colorful and exciting incidents.

Stanley Chin, himself, was born in China and is now in the United States Army Special Services Branch. Many of young Kwok Ming's experiences we may be sure were his. Book has pleasing format with many attractive black and white drawings.

#### *For the Upper Grades*

*Birthday of a Nation.* By Frances Rogers and Alice Beard. Illustrated by Frances Rogers. Lippincott, \$2.00.

Written in a lively style with emphasis on personalities, this history of the Declaration of Independence brings to life those past years. In addition to the doings of the Continental Congress the authors show us something of the life of the times, the difficulty of travel, the elegance of dress, the lavish hospitality. In spite of a light tone they have been able to instill the drama of those days, the tenseness, the fervor, the solemnity of the affair. The story does not stop with the signing of the Declaration, but goes on to tell

of the framing of the Constitution. We also follow the Declaration of Independence in its many travels from capital to capital in the early days and from Washington where the British burned the city. There is an account of the fiftieth anniversary of the signing and also of the hundredth. A fascinating story to read but in addition an index makes it possible to use for reference.

*Born to Command: The Story of General Eisenhower.* By Helen Nicolay. Appleton, \$2.50.

One of the colorful characters of present day life of interest to all young people is "General Ike." Necessarily the story of his life must be told in part against a background of the present war. The latter part of the book tells us fully as much of other personalities engaged in the war, and of army activities as it does about General Eisenhower. It is all interesting, however, and well written and should appeal to the older boys.

*The Moved-outers.* By Florence C. Means. Houghton, \$2.00.

A ringing challenge to intolerance is this story for young people by the author of that popular favorite "Shuttered Windows." The story concerns a Japanese-American family living in a small California town. The son and daughter belonged to the normal community and high school life, thinking of themselves only as Americans. Then came the swift shock of Pearl Harbor and they were forced to look at life from a different angle. The experiences of the Oharas and their friends make interesting reading. The characterization is good and the effect of the situation on different temperaments is well brought out. The book is not one-sided. The characters themselves believe that the United States took the only possible course. However, there is a problem and the story gives it form

so that no thinking young person can lay down the book without realizing he must make a decision about right and wrong.

*Sandy.* By Elizabeth Janet Gray. Viking Press, \$2.00.

An alive, ably handled tale of a seventeen year old girl's advance toward maturity and self discipline. Sandy Callam and her aunt come to their beloved Windrush in the White Mountains for the summer, Sandy a little disconsolate because the older members of the "gang" are in France, or in the South Seas, doing their part to win the war. Wanting to be of use also she takes a job as waitress at the Inn. Sandy was a likable, high spirited girl with admirable intentions but her lack of discipline and mistake of thinking that everyone must feel as she does results in conflict with the head waitress and dismissal from the Inn. This same impetuousness also leads to an unworthy and much regretted exhibition of ill temper before the young man whom she most admires. A remark heard by chance, "... the most important thing the individual can do is to learn to get along with the person of different ideology without either fighting with him or giving in to him," makes everything suddenly slide into focus for Sandy. A very modern story of a young girl who makes difficult but very real progress in learning to live with people and in deciding what she wants from life.

*Wacs at Work, the Story of the "Three B's" of the A.A.F.* by Fjeril Hess. Macmillan, \$2.00.

Those who are curious about what WACs

do while at work and when off duty will like this entertaining and informative book about three WACs in the Air Forces. They are known as the three B's because their names are Bates, Barrows, and Borelli. One works in the photo laboratory, another in the traffic office, and the third in the instrument flying section. Through their experiences at these assignments the reader gets a good over-all picture of the highly organized activity of a large air base. Life on the post with the scheduled round of duty and recreation, the sweep and thrill of parades, and the diverse and interesting personnel is pictured in an idealized way which will appeal to girls of junior and senior high school age.

*Within the Circle.* By Evelyn Stefansson. Scribner, \$2.50.

This "portrait of the Arctic" shows it to be a place of more than ordinary interest and, contrary to the general idea, not a land of ice and snow only. There is an explanation of why the northern air route is the shortest and most economical way of air travel. "North to everywhere," says Mrs. Stefansson, "will be the slogan of the air age." Interesting and informative is the reading matter about Alaska, Greenland, Iceland, Siberia, Lapland, and other Arctic lands, some little known, some practically unheard of by the average person. The book is freely provided with maps and most intriguing photographs of places and people, including such interesting activities as gathering puffin's eggs on the side of a cliff and harpooning whales. An index makes the book satisfactory for reference work.

# Studies in Elementary School English for 1944<sup>1</sup>

MILDRED A. DAWSON<sup>2</sup>

The present article briefly summarizes results of fourteen published studies and two major publications of learned societies that were printed in 1944. All concern English in the elementary school—inclusive of seventh and eighth grades in junior high schools—and are restricted to the areas of language and grammar, spelling, and speech. These areas will not be presented separately, but rather the individual studies will be reviewed and interpreted as the findings and recommendations relate to each of the following aspects of a language program: child development as a factor, vocabulary development, organization and content of the curriculum, methods of teaching, methods of making investigations in the language arts, and evaluation. Since extreme brevity in dealing with each of the studies is essential, the reader should be alert to detect any indication that certain of the studies will contain details that will be of immediate interest and should then read the original reports that he might find helpful. Throughout the discourse, each of the sixteen publications will be identified by a figure in parentheses that corresponds to the number prefixed to the name of its author in the bibliography at the end of the article.

## *Child Development*

Smith (2:52-93) gives a scholarly, documented account of growth in language power as related to child development. She makes clear the importance of the school's continuing the child's contacts with reality inasmuch as "it is out of the materials of experience that the child evolves meaning and concepts."

(p. 53) She further shows "that training in the adequate reproduction of experience for sharing with others must go beyond mere vocabulary building to the actual grappling with ideas and to the expression of appropriate relationships among them." (p. 55) It is shown that the child's progress in language is dependent on his having abundant opportunities for talking—school is not a place for silence.

In respect to the relationship between language and thinking, Smith emphasizes the recurring nature of difficulties in sentence sense. "Progress in overcoming incomplete and run-on sentences is erratic, supporting the contention that problems of sentence sense remain with the child from year to year as greater complexity of ideas forces him to attempt increased complexity in sentence structure." (p. 70) This statement is validated by Fitzgerald and Knaphle's investigation of difficulties in letter writing of children in grades three, four, and five. (6:14-20) These investigators interpreted the increased use of incomplete sentence in grade five to be the result of developing newly emerging needs and the discovery of new methods of expression without a corresponding mastery of techniques. Chotlos (5:111) also concludes that the older the child, the more highly differentiated his language structure. Smith (2:68-71) cites evidence of children's increasing mastery of the

<sup>1</sup>The author apologizes to those investigators whose studies have not been included because of the local non-availability of periodicals or the slowness of inter-library lending facilities.

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skills of subordination in sentence structure as they grow in maturity and shows certain types of adverb clauses to be especially difficult.

This latter writer continues the chapter in the *Forty-Third Yearbook* with a discussion of language as a social instrument. She says, "Progress in its use parallels the young child's emergence from a self-centered to a social being." (2:71) His progress through various types of dramatic play to dramatization, his need for participation in cooperative undertakings, and his gradual acquisition of the social amenities through proper guidance are carefully discussed. Teachers and curriculum-makers will find helpful Smith's presentation of evidences of growth in these aspects of language: conversation, group discussion, story telling, and creative writing.

#### *Vocabulary*

LaBrant (1:52-60) reviews the findings of research concerning vocabulary growth and recommends changes in teaching. For instance, recent investigations have revealed that a child's vocabulary upon entering school is larger than has been supposed; even so, teachers should increase their attention to vocabulary so as to enable their pupils to use these known words more accurately and to extend their meaning. A child's talking in school should not be restricted to talking to his classmates as a group, but at times he should be permitted to talk to two or three of his peers. Through such small-group experiences he may acquire new vocabulary from his various classmates as well as develop socially. There is danger in expecting the child to restrict his vocabulary to those words he can use precisely; instead, vocabulary-learning should be a "stretching exercise" in which he is encouraged to use words of whose meaning he is not quite sure, to try out synonyms, and to gain new concepts from context as he reads and

listens. There is likewise danger of serious inhibition and slackened growth in vocabulary if there is extreme insistence on correct form in spelling and writing.

Seegers (2:41-44) makes clear the difficulties that pupils experience because of the multiple meanings of single words, such as *fast* or *run*. Lorge (7:551-52) reports a related investigation that disclosed that two juvenile books contain 1291 words with more than one meaning; for instance, *made* with twenty-five meanings and *close* with twenty. Lorge concludes: "The words that people use in speech or in writing, or read in books, or hear in speech do not stand for a single meaning or a simple referent. At the time of communication, the writer or speaker may have had a single meaning in mind, but later he may find that he cannot specify it. But the receiver of the communication is less likely to get the single intended meaning." (p. 552).

Among the implications that Seegers (2:44-50) enumerates in his discussion of word meanings and semantics are the following: Word meanings should be clarified through abundant opportunities to talk and write in natural settings. Teachers should make sure that their directions are so worded as to be crystal-clear. The increasingly abstract concepts to be developed in the middle and upper grades are likely to be unclear or misunderstood. "Grammar should be introduced inductively as it is needed and as it can be understood." (p. 48) Isolated drill on vaguely understood or prematurely introduced concepts and skills is ineffective.

Chotlos (5:11) finds that intelligence as well as chronological age is a positive factor in vocabulary development. Vocabulary is increasingly differentiated as children grow older; the brighter the child, the more differentiated his vocabulary. He also says,



"High I. Q. groups are characterized by the use of a proportionately greater number of nouns while the low I. Q. groups are characterized by the use of a greater percentage of verbs and adverbs." (p. 111).

### *Curriculum*

The nature of a school's curriculum is largely determined by the objectives that have been set up as goals. Smith (9:219-20; 242) interprets what is happening in English teaching in terms of the demands of authorities in the Army Training program. In composition, first place should be given to a straightforward, thoughtful presentation of ideas; clarity in the progress and organization of ideas should be insisted on. It is important that the curriculum stress vocabulary. Listening is now recognized as one of the four major language arts: Pupils should be given definite, thorough practice in grasping quickly and accurately what has been said.

Gilkinson (13:186) pleads for a redefinition of the term, "good speaking." After reviewing the experimental and statistical research in general speech, he concludes: "It becomes increasingly clear that the speech style that is consciously preferred by the audience is not always the one that induces the most vivid and accurate memory of subject-matter detail, nor is it necessarily the one that has the greatest influence over belief and attitudes. . . . Sanford writes, 'One suspects that good speaking and effective communications are different phenomena.' The trends of evidence seem to support his idea, and suggest the need for redefinition of the term 'good speaking.'" (p. 186). Probably other areas of the curriculum are muddled by similar need for clarified definition.

The New York City experiment with the activity program reflects the current trend to attempt to clarify objectives and judge

various types of curricula by experimentation and scientific evaluation. Wrightstone (3:252-58) reports on the results of the Advisory Committee's extensive and continuous studies of growth and development of pupils in language and spelling in the activity and the non-activity groups of pupils. He states that the differences signify "clearly that in social performance factors the activity schools provide definitely more opportunities for the practice of cooperation, leadership, and initiative than the non-activity schools. . . . In spelling and language usage, the test results indicated that the pupils in the activity schools were holding their own or were slightly superior to equated pupils in the non-activity schools. . . . Results of interest and attitude questionnaires indicated that pupils in the activity schools like school better, find it more interesting, and tend to make more of a carry-over of its influence into the life out of school."

Three of the investigations reflect the policy of basing the curriculum—at least, in part—on the occurrence of errors in the speech and writing of pupils. Guiler (10:295-301) has tried to determine the commonly used words that are persistently misspelt through the grades. His findings consist of a list of 466 words that are in the speaking vocabulary of kindergarten-primary pupils but are misspelt in eighth grade. Teachers will find the list useful in evaluating the spelling ability of their pupils and in determining which words should be isolated and given special attention.

Fitzgerald and Knaphe (6:14-20) analyzed 2,218 letters of children in order to determine crucial language difficulties. They found a hundred types of errors, many of which tend to persist through the grades. Of the errors, ten accounted for fifty per cent of the errors; twenty-five, for eighty per cent.

About one-fourth of the errors in grades three and four consisted of the misuse of the terminal period, the omission of the capital letter in the first word of the sentence, and the writing of run-on sentences; these same items constituted a sixth of the errors in grade five. While errors tend to persist, the omission of the terminal period becomes less common. On the other hand, there is an increase in the fifth grade of the incomplete sentence and the omission of the apostrophe in a possessive and of quotation marks. These investigators recommend dynamic teaching of the sentence and believe that the mastery of the sentence as a conveyor of meaning will eliminate most of the errors that were prevalent in the letters analyzed.

White (14:138-46) reports the results of a survey of speech defects of children in kindergarten-primary groups in the Cleveland schools. Tests were constructed specifically designed for the use of teachers who were not specialists in speech. Teachers then used the tests and observed the children in ordinary classroom situations such as free conversation, discussion, oral reports, oral reading, and dramatization. Data are given that show the numbers and nature of personnel involved and the incidence of various defects in the pupils. As a result of the survey, children with speech impediments were divided into two categories: those with serious major speech difficulties who were to be isolated and sent to special schools and hearing-conservation centers; those with need for speech improvement and correction of minor speech difficulties who were to be given help and guidance by teachers in the regular classrooms, who were given a special period of training for such work. White's article presents the major headings and a sample diagnostic speech chart for *Language Arts Speech Improvement Course of Study for the Primary Department*.

Horn in a review of research in spelling (11:6-14) gives the bases for selecting words to be included in spelling lists and for deciding proper grade-placement for such words. The rules of selection are stated to be: (a) At each grade level, choose from the list of adult-used words those most commonly used by children at that level; (b) use words that are frequently employed by children, but not by adults, to supplement the list (or teach them incidentally); (c) place words that are important for adults and little used by children in the upper-grade lists. He recommends that fewer than 4000 words be taught in all and states that when 3000 words of greatest frequency are learned, the inclusion of another 600 words adds less than one per cent to the pupil's control of his total spelling needs.

Ragland and her collaborators recommend that items of usage and the skills of language be taught as the need arises. Ragland (1:75-76) says, "Which items of usage, punctuation, capitalization, or written form should be stressed at a given grade level? There is no fixed and easy answer. Groups differ in the ability to write and in their desire to learn. If the group does much writing, there will be many occasions to teach items the majority of the children are ready to learn. From all the items that might serve an immediate purpose in the improvement of their work, the teacher will select for special study by the group those most likely to help them make the greatest gains at the time." Ragland goes on to suggest that the inexperienced teacher refer to a handbook or course of study when selecting items for study; but that she still use her own judgment in the light of her pupils' needs and readiness to learn. "There is no substitute for the thinking teacher." (p. 76).

McKee (2:12-13) identifies ten important activities that should definitely be taught;

namely, taking part in conversation and discussion, using the telephone, taking part in meetings, giving reports, telling and writing stories, giving reviews, giving directions and explanations, making announcements and notices, giving descriptions, and writing letters. He then goes on to name four categories of abilities that should be considered and developed in a language program: those essential in deciding what to say or write; those essential to simplicity, clarity, and precision in speaking and writing; those essential to talking and writing pleasantly with due regards to the social amenities; and those characteristic of speech and writing that conform to the accepted standards of good usage. The details of McKee's list (pp. 13-21) and those contained in *Children Learn to Write* (1:10) may well be used by teachers and curriculum builders as a check list in determining the general adequacy of the local program in language-composition.

Booth (4:241-46) reports on a five-year tryout of a program for activating grammar through the use of vivid, definite vocabulary to give impressions through cooperative exercises in sentence-building. The various grammatical elements were learned in connection with accurate diction. In the beginning, there was compiled a list of forms that would presumably be mastered by the end of sixth grade. Booth presents the list of grammatical skills, grade by grade, that were to be emphasized. Teachers may find this list suggestive, especially since only the grammar that was found to be useful in improving the pupils' sentences and diction is included. The entire program is an interesting example of correlation in which the elements of grammar to be taught are definitely set up in order of difficulty and later assigned for inclusion in composition units.

*Children Learn to Write* presents a somewhat different point of view so far as the proper way to introduce language skills and technicalities is concerned. For instance, Seeling (1:13) states: "As the teacher and child correct the work together, the teacher offers such teaching and suggestions as she thinks he can profitably use." Here the inclusion of skills is not preplanned but is determined by the child's immediate needs and state of readiness. However, Seeling and Booth agree in the policy of having skills learned in context and through actually using them in composition.

#### *Methods of Teaching*

Correlation and integration as methods of teaching and as bases for organizing the curriculum are favored by the committee responsible for preparing the Forty-Third Yearbook. Dawson (2:110-18) gives an over-all view of types of organization of language-arts programs, including the two types that have just been discussed as well as individualized instruction. (2:114-15) Ragland (1:75) favors individual attention to the child writer. She says, "In learning to put ideas on paper, there is probably no substitute for the help the teacher gives the child as she goes over his paper with him. . . . This type of help takes time, but many teachers believe it is time well spent because of the gains which children make in language power and because of the friendly relationships established between teacher and child. As parents come to appreciate the values of individual help, perhaps they will work for schools in which teachers can more frequently give each child the help he needs." In the field of speech, Gilkinson (13:101) takes a similar view. He says, "The most successful teaching seems to be done in those classes in which the teacher makes a direct attack upon the specific problems of the individual student."

*Children Learn to Write* gives one specific example after another of effective teaching procedures. Among them are the teacher's acting as secretary in first grade, the stimulation of creative writing, provision for individual differences so as to develop self-confidence and independence, mastery of spelling, and the improvement of handwriting being among them. Another rich resource of ideas for improving methods of instruction in the language arts is Broening's chapter in the *Forty-Third Yearbook* (2:118-48). Chapter VIII in the same publication will help in the teaching of special tools that facilitate expression: vocabulary, spelling, handwriting, correct usage, paragraphing, grammar, speech, and the use of the dictionary.

#### *Evaluation*

Cook (2:194-215) gives a general overview of evaluation in the language arts program. The four sections of his report are devoted respectively to (a) point of view, (b) criteria, (c) instruments, and (d) direct observation techniques. Smith (8:262-76) reviews recent procedures in the evaluation of the program in English. She finds that usage, punctuation, spelling, and sentence structure are largely tested by paper and pencil techniques even though the testing of isolated factors is not wholly satisfactory. This unsatisfactory condition was made clear in the Regents' Inquiry where a correlation of .21 was found between the ability to express ideas and the ability to fill in blanks. In this same survey, letters written by pupils were judged according to wealth and originality of ideas, facility in expression, number of words written, number of words misspelled, and correctness of letter form. In order to use national norms, letters were arranged from worst to best and compared with values found on the Hudelson Scale. In the Eight-Year Study (secondary level), oral and writ-

ten composition in all subjects was evaluated, progress being recorded on a blank in which objectives were analyzed with specific sub-heads for reports to parents. This same study utilized the technique of working out definitive questions to guide the teacher in evaluation.

Smith stresses the need for giving major emphasis to growth in language powers and recommends the necessity for examining the writing of the same pupils over the period of a year or more. Files for individual pupils must be kept if evaluation is to be thorough and reliable. This authority also stresses the need for considering social attitudes and beliefs when making an evaluation of language. She says, "One cannot consider the mental and emotional tensions involved in communication without recognizing that linguistic factors as such assume a new difficulty in the presence of emotional strain. This fact alone can account for the prevalent dissatisfaction with mere pencil and paper tests in which, in the uninterrupted quiet of the examination hour, the pupil carefully decides which of two grammatical forms is required in a sentence unrelated to anything he himself is interested in communicating." (8:267).

Smith predicts a decided shift from the traditional types of meticulous research in which the effects of a single variable are investigated under the most rigorously controlled conditions. There is an apparent trend away from a preoccupation with the acquisition of skills and knowledge toward the measurement of more dynamic results in the way of human behavior and the building of personality, away from standard norms in the direction of studies of individual growth and detailed description gained through case studies of the all-round behavior of the subject. However, there is still a demand for controlled



experiments to check on the results of the more informal types of evaluation.

Studies that have already been reviewed have been notable for their techniques of evaluation as well as for their findings. For instance, Wrightstone (3:353-58) utilized controlled observation, cumulative files, questionnaires on attitudes and interests, and standardized achievement tests in evaluating varied aspects of the results of an activity program. White (14:138-46) reports the special construction of tests and the training of teachers for observation in an extensive survey to locate pupils with special difficulties.

House (12:352-56) used synthetic words—akin to nonsense syllables—in an attempt to find whether pupils have learned to use diacritical marks. He arranged these words by three's as nearly alike in pronunciation as possible. Pupils were to identify which of the three had been pronounced. He found that pupils in both elementary and secondary schools are not able to use diacritical marks effectively—granted that the test gave a valid measure of such ability. Horn (11:6-14) reports unfavorably on the efficiency of study of words in context as compared with the study in lists. He states the contribution of tests in spelling to be that such measures motivate, focalize, and individualize study.

#### *Methods of Investigation*

The methods of evaluation often parallel the methods of investigation. This is true of the investigations of White and Wrightstone just reviewed. Both of these involve the survey which involves large numbers of pupils as well as the observation of individuals. In contrast, we find two case studies reported, both in the field of speech. Wofford (16:305-12) gives extracts from a case study of a child who could not read and had serious speech handicaps. The records included a

teacher's anecdotal records, results of a reading and physical examination (telebinocular, oral reading, word pronunciation, visual perception, auditory discrimination, associative learning, memory span), and the findings of a speech specialist who had tested and interviewed the child. After this thorough diagnosis, which revealed the exact nature and causes of the difficulties, remedial measures were applied by teacher, parents, and specialist in such a way as to build a feeling of security and success in the child. Three months of treatment brought distinct progress in overcoming difficulties that had seemed insurmountable. Wofford concludes: "To understand the difficulties of a child, it is necessary to know more than the nature of his difficulties. We also must know the child himself, intimately and in great detail. Once we understand the child, his difficulties fall properly into place and the perspective thus secured gives those who wish to help him an initial advantage never possible when we study only his difficulties," (page 312).

Will (15:88-95) presents a fascinating six-month report on the personality development of a thirteen-year-old stuttering boy. She presents the case history and gives a detailed account of the remedial treatment and the part that various persons influencing the boy's happiness and stability play in his cure. The details are too numerous to mention here and the reader should seek out the original report so as to realize the significance that such an individualized investigation can have. It shows the pattern of functional relationships that make the individual and statistical data about a stutterer meaningful to a speech correctionist. It also reveals the choice of procedures by a speech correctionist in the process of modifying such relationships, and thereby the behavior of the child.

Chotlos (5:75-111) is unique among the investigators involved in this review of research in that he is interested in developing statistical formulae and checking on the adequacy of the measures he sets up. In analyzing the 3000-word samples from 108 school children selected to represent three levels each of intelligence quotient, chronological age, and locality (city, town, and country) as well as two equal groups of boys and girls, he applies twenty language measures of a statistical and comparative nature. He evolves the "type-token ratio," which is the ratio between the number of different words in a sample (types) to the number of running words (tokens). After laborious computation, Chotlos decided that type-token ratios computed from 1000-word samples are, for practical purposes, as reliable as those ascertained from 3000-word samples. He also concludes that the various language measures used by him can be used to characterize groups of children that have been classified according to intelligence, age, locality, and possibly sex, though the results for sex were found to be practically negative.

While the *Forty-Third Yearbook* and *Children Learn to Write* are well rounded in presentation, the results of the studies herein reviewed are fragmentary. However, they show definite directions in which curriculum builders, teachers, and persons interested in evaluation are going. Persons interested in making a contribution to research and progress in the language arts field would do well to study the significant issues outlined by Trabue (2:215-241).

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# Guiding Experiences in Free Writing

MARY E. BOWERS<sup>1</sup>

Throughout the past two years the writer has been keeping a diary of classroom experiences in composition with a group of third-grade children.

During this period, the teacher has come to realize that all the normal children can write. The use of free expression was not limited to the above-average or even to the average child in the group. The retarded child can write, too. The retarded child has had experiences which are meaningful to him, and have stirred deep feelings in him. For example, Ann, a retarded child, had a desire to write about the daffodils after finding that the sleet in late spring had nearly ruined them. To a lover of flowers this was a very meaningful experience. In her poem, Ann misspelled some words, her poem was not written in correct form, but she expressed deep feeling in her writing.

Albert, another retarded child, was interested in airplanes. He had watched them zipping over the clouds. In a poem he told just how an airplane looked to him and asked the class if they had had the same experience.

Elizabeth, an average child, was deeply moved by an experience at church. She wasn't satisfied until her feelings found release in a poem.

Bobbie, an above-average child, wrote of war experiences with unusual understanding. He and his father listened to the war news together. Bobbie enjoyed reading Ernie Pyle's column in the newspaper. He read all the stories he could find about other countries. He studied the maps. His stories were more

nearly perfect in spelling, punctuation, and language usage, but, more important yet, his original stories, like those of Ann, Albert, and Elizabeth, expressed feeling.

Dan lived in a very poor environment. In spite of his handicaps, he found beauty. The sounds of early morning held special significance for him. In a very touching way he showed in his poems a child's faith in the coming of day. Then, too, he had happy companionship with his dog, about which he enjoyed telling.

Children will want to write if the environment and atmosphere are conducive to creative writing. The child must be free to write about things within his own experience. The teacher cannot know what subject will be meaningful to a child. When Albert asked the teacher what she would write about if she were writing a poem, the teacher mentioned several subjects which would interest her, but she added, "You would probably write about something entirely different." And he did. He wrote about airplanes, a subject which held very little interest for the teacher.

The child cannot be told when to write. The teacher cannot know when an experience has deeply impressed a child, or when an idea is struggling for expression. Dan wrote one spring-like morning before class started. The coming of spring had stirred him to write. Albert wanted to write after seeing the enjoyment other children were deriving from creative writing. Lavinia wrote after arranging the flowers. Ann, who saw so much

<sup>1</sup>A teacher in Oakland School, Roanoke Co., Va.

beauty in flowers, liked to write when she found a new flower in spring. Elizabeth wanted to write after her experience at church.

The child should not be held to adult standards. Correct spelling, punctuation, language usage, and form can come after the creative urge has spent itself. Many adult standards are not within the child's understanding. Albert could not have written freely if he had been forced to make perfect copies of his stories and poems. He felt the restrictions of his poor spelling. At first he tried to ask for the correct spelling of words but soon realized that bothering about spelling was hindering the flow of his thought. Ann, too, was restricted by spelling until she was led to feel that she could put her work into good form later.

Children free of adult standards express feeling without rhyme. Rhyme often restricts a child in the expression of feeling. Lines are added for the sake of rhyme. Lavinia gave the explanation, "They rhyme," as the reason for adding two lines to her poem of thanks. The lines were meaningless. Bobbie never expressed feeling in his poetry. When asked why he always wrote rhyming lines he said that they were easier to write. Rhyming words helped him to think of the lines. In other words, he was making lines to fit his rhyming words. Striving for rhyme takes away the freshness of thought and the depth of feeling which a little child will express in his own rhythmical way.

Although putting the work into correct form can come after the thoughts have been expressed, even then, the correcting of mistakes must not be made a greater task than the enthusiasm of the child can bear.

The teacher's attitude toward creative writing is very important. Without encouragement few children dare to express them-

selves. The teacher should be a sympathetic and understanding person. A child does not bring his innermost thoughts to an unsympathetic person. Ann brought her lovely flower pictures for the teacher to enjoy. She came freely to the teacher with her problems. Elizabeth shared her personal experiences with the teacher. Dan, a rather rough little boy, brought the teacher his poem about the moon and the birds. Albert asked the teacher's advice about writing. A word of discouragement or a lack of interest in the work of these children would have dulled or even stifled the creative spirit.

Group work in creative writing stimulates children in individual writing. The sharing of experiences, ideas, and thoughts which group writing always brings creates interest in individual writing. Children are reminded of experiences which they have had, or of ideas they would like to express. When the third grade was writing a jungle play, the ideas came so fast that the teacher had to stop the class in order to catch up with them in her notes. After the first scene, however, the teacher found that the class had grown very quiet. Glancing around the room, she found that with few exceptions the children were writing jungle plays or stories of their own. Some who had never tried to write before were writing with enthusiasm.

The first creative writing of the year was a group poem. The teacher told the class of an experience which she had had the day before with a blue jay. Soon she found that most of the children had seen a blue jay. They had read stories about him, too. The teacher asked the class if they would like to help her complete a poem which she had begun. They eagerly made suggestions and chose best lines for the poem. None of the children had done any creative writing during the term until after the blue jay experience. After the class



poem was written one child asked if he might write a poem of his own. The next day another child wrote after dreaming about birds. Writing became a pleasant experience for the group.

Group work helps the timid, self-conscious child to forget himself. Katie was so self-conscious she would not answer when called on in class. While the class was writing the jungle play, she became so absorbed in the story she forgot herself. She made oral suggestions, and once in her eagerness, she even came to the blackboard to help.

Group work helps a child to see the value of his own thoughts and interpretations. When the class chose lines for the class play, story, or poem, it was the individual lines that were chosen. "We like that line because it is different," they would explain. "I don't think anyone ever thought of saying that before," another child would add. In this way a child found *what* the class was looking for in composition, and thereby gained confidence in his own way of expressing himself.

#### *An Experience with a Class Poem*

The following experience is a typical experience in writing with this third grade group:

"It has been an interesting school year," thought the teacher as she arranged some flowers before school for the classroom. "This is really the last working day of the school term. I wonder if the children will enjoy writing today. They take so much interest in their compositions."

"In the summer," mused the teacher. "M-m-m, that phrase brings many memories of pleasant summer experiences: camping, swimming, picnics, outdoor play, and trips."

The teacher wrote the phrase on the blackboard and anxiously awaited the children's reactions.

It was a bright May day. With the windows open, the fresh morning air gently fanned through the room. The trees outside the windows were filled with birds calling to their mates. The exciting activities of spring held the children's attention so they failed to notice, when they first entered the room, the phrase which the teacher had written on the blackboard.

After the class assembled for the morning, the teacher in conversation with the children said, "Before you came this morning, I was thinking about the many interesting experiences which we had this year. It is nearly vacation time now. I expect that many of you have already made plans for the summer. I wrote this phrase on the blackboard, 'in the summer.' Does it bring memories of summer experiences to your mind?"

Ann, a quiet, slow-working child, was first to react to the phrase. "Summer reminds me of storms," said Ann. "I have been thinking about writing a poem about a storm."

Ann's reaction to the phrase caught the interest of the class.

"My dog is scared to death of storms. When a storm comes, he runs under the bed as fast as his legs can go," laughed Albert, a retarded child.

"I don't like storms," declared the talkative Tony. "The thunder sounds like cannons."

"Sometimes, when the thunder is far away, it sounds like someone upstairs moving chairs over the floor," remarked Robert, an alert little boy.

"Yes, it makes a rolling, rumbling sound," added the teacher.

"When a real bad storm comes, the wind breaks the trees," remembered John.

"Let's put our experiences with the storm into a class poem," suggested the teacher. Ann made the first suggestion, so we will write—

"In the summer  
We have thunder storms."

"The lightning looks like fireworks," said John, after the teacher had written the first lines on the board.

"The lightning runs around the house like sharp horns," offered Lucille.

"It would be like sharp horns if it struck you," laughed Bobbie.

"It is like long, sharp fingers coming after you," shivered Rosa.

"Let's use Lucille's lines in our poem because they are different," decided Bobbie and the class agreed.

"Tony described the thunder as sounding like cannons," the teacher remembered.

"It sounds like big drums going boom! boom!" said Louise who was fond of music.

The class liked Louise's description.

"John spoke of the wind blowing the trees," recalled the teacher.

"The wind blows the trees and beats the leaves," said Jimmy with a sweep of his hand.

"The rain comes down in sheets," Floyd exclaimed.

"Sometimes you can see only a little way," Louise added.

"It rains so hard that it splashes up from the ground," Robert remarked.

"I don't understand that," said Catherine with a puzzled expression on her face.

"Have you ever noticed the big rain drops hitting the ground?" asked the teacher. "They hit the ground so hard and so fast that they splash up," explained the teacher.

"Oh," said Catherine with a smile.

"Let's read the lines we have written," suggested the teacher.

In the summer  
We have thunder storms.  
Lightning runs around the house  
Like sharp horns.  
Thunder sounds like big drums  
Going boom! boom! boom!  
Wind blows the trees  
And beats the leaves.  
Rain comes down so fast  
It splashes up from the ground.

"Our poem is probably very different from the one you had in mind, Ann," the teacher remarked.

"Yes, mine is different," noted Ann looking up from her paper. "I am writing mine now."

In a few minutes Ann handed her poem to the teacher. She had written:

The rain is coming on and on—  
It sings a naughty song.  
It blows around the house at night  
And makes me think of winter.

Joan, a very shy, conscientious child, was not satisfied with the class' poem. Later in the day she spoke to the teacher, "I like to go outdoors after the storm is over. I would like to write about 'after the storm'."

In her own way Joan finished the class poem. After lightning and thunder, stormy men of the sky, had finished their work, the rain stopped falling. The storm was over and we felt the peace after the storm.

Suddenly it is quiet—  
The thunder stops beating  
its drums,  
The lightning stops  
its fireworks,  
Then the rain stops—  
The storm is over.

"Well," laughed the teacher as she prepared to leave school that afternoon, "you never know what they are going to decide to write about. They didn't even mention any of the things that the phrase brought to my

mind. They have ideas of their own just waiting for expression. And the pictures they have in their minds! I am glad that they have learned to share them with others."

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WHEN I GROW UP  
ELIZABETH MARSHALL

*When I grow up  
As big as you  
There's just one thing  
I want to do.*

*I want to get  
A hat of blue  
And wear it like  
The teachers do.*

*Then I will be  
A teacher too  
When I grow up  
As big as you.*

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LET'S GET ACQUAINTED

(Continued from page 164)

of the story of an opera and will present to the class the life of the composer, the story, slides, and music of the opera.

Before school the other day a small group was looking at the Book Week poster, "United through Books," which is posted above the reading chart. One of the children was saying, "You know, this girl looks like Beverly,

and this boy looks like Gordon." Yes, boys and girls can be guided to see children of other lands as children like themselves. The more children we can guide in that direction the closer we shall be to world understanding. We, the teachers, must meet the challenge and seize every opportunity given us to guide children toward that goal.

# The Use of Marionettes in Literature

FLORENCE A. BRADY<sup>1</sup>

The greatest value of puppet activity to a class is its element of cooperative effort. Cooperation enters into each phase of puppetry. Even the home and school can be brought closer together through puppetry. What better plan than to have the whole family attend the premier performance in which appears the puppet for which Albert made the head, father curved the wooden shoulders, big brother hammered the nails, mother made the costume and big sister attached the strings? This procedure is highly recommended provided all such needed assistance is freely granted by all persons concerned. Very often the puppet brings father and son to work in harmony.

The child who succeeds in the constructive and manipulative phases of puppetry may be a timid child or may have impaired speech or a similar handicap. Then the speaking part can be taken by the child better fitted for it.

If the prospective puppeteer is shy, having his attention focussed on the puppet and himself hidden from view as he loses his identity in the entertainment of his fellows may be his salvation. On the other hand, perhaps nothing can put the too-assertive child in his place as quickly and painlessly as a puppet show rehearsal where "showing off" falls flat as the miniature figures hold the limelight and the manipulators must either "fall in line" or drop out of the production.

Even a serious stammerer may make good on the puppet stage. The child being creator and owner of the puppet and able to manipulate the strings wants to complete the job by

speaking the part. His pride in doing the job well has been known to lead the stammerer to give a performance with only slight hesitations.

If the lines for the play are to be original, or if a dramatization is to be made from some familiar story, much time must be spent by the class in reading, writing, and rendering the parts in dramatic form. If the tale is to unfold in an impromptu manner, even more rehearsals must be held so that all will go well in one way or another. Slang, enunciation, pronunciation, and the whole gamut of the English language may come into consideration during this step in the process of producing a puppet play.

The first step in using marionettes in literature is to select the story to be used. The story is then divided into scenes. The characters and the scenery, with stage settings, are decided upon. The story is changed into dramatic form. This is an important part of the puppet play. Here the use of good English is encouraged. The student becomes conscious of language. All steps in the work of organizing the play are excellent topics for composition.

If the class engaged in puppetry is a large one and the characters in the story are few, understudies may be assigned—thus providing needed drill for the poorest in the class as well as opportunity for the pupils.

A puppet show can be undertaken for a period of two terms or by two different classes. The construction and manipulation may be attended to during one term, with the lan-

<sup>1</sup>A teacher in the Jefferson School, Union, N. J.



guage details as an activity for the following term. Or one class may do the construction of stage properties, scenery, and puppets, while another prepares the dialogue simultaneously.

A closely related educational objective is that of caring for individual abilities and interests. Many bright children frequently are at a loss when called upon to use their hands. Some few individuals seem to have no particular abilities or interests. For such boys and girls there are many unobtrusive but vital places in puppetry. Someone must turn the theatre lights on and off. Someone else must attend to the opening and closing of the curtain. Others must pass properties and puppets to waiting workers. Perhaps the musically-minded or mechanically-minded child may start and stop the music box.

Puppetry may be centered about almost any social studies unit. It can become an integrating force for language, arithmetic, art, music, writing, reading, history, geography, health and citizenship.

If the history of puppets is included in the activity the study will take the class to the music, writing, reading, history, geography, dolls, and idols of cave days, to Egypt, Greece, and Rome, to the religious plays of the Middle Ages, and to the puppet shows which still survived when the legitimate theatres were closed in the days of the Puritans.

The geography will carry the class to China, England, Italy, and France.

#### *Fist Puppet Possibilities*

Fist puppetry is an art and young children respect it as such. The fist puppet moves with the child, is cooperative with him, and becomes a part of him. With the fist puppet we strive to open new doors of expression and in doing so we find before us new fields rich in color and possibilities waiting to be put into use.

Fist puppets do not always have to be used in a show. A story teller using one or two fist puppets is not only presenting the story to the ear of the child, but is appealing to his vision as well. Inwardly and quickly, the child is correlating auditory and visual facts to his complete understanding. Let several children have puppets on their hands—they will usually create a story of their own, using all of the puppets at hand.

With the use of marionettes and fist puppets, the child makes real the happenings in fairy tales and legends, and forgets himself in the activity. He also finds great enjoyment in preparing and presenting the play.

#### *Putting on a Marionette Show*

A third grade class recently dramatized the story, "Snow White and the Seven Dwarfs," with marionettes, under my direction.

The children (average age, eight years) rewrote the story in simple language, divided it into acts and scenes, chose the needed characters, and dramatized the story.

Work started on the marionettes during the activity period. Everyone in the class participated in the making of the marionettes. The best ones were to be chosen for the characters in the play. The heads were molded out of clay. When the clay was hard, it was covered with four layers of onion skin paper. When this was dry it lifted right off the clay mold. The face was made first, then the back of the head; when ready these were fastened together. Next, the face was painted on. The marionettes that were to be the characters in the play were then chosen. The making of the bodies followed in the regular conventional manner. The parents aided in the dressing of the characters. The hair was put on last of all. After discussions, the needed scenery and the stage was made.

Numerous rehearsals were held in the classroom, with the children who were not participating in the production acting as audience. After the rehearsal the audience gave helpful criticism.

When the production reached as near perfection as possible the play was given in the school auditorium. An admission fee of five cents was charged, and the proceeds went to the school fund. The youngsters were very proud to be able to help the school fund.

The show was given again in the regular assembly before the entire school. Words cannot express the thrill the children experienced in putting on that show. Their eyes sparkled with delight as they walked across the stage after the show was over, showing the marionette each one had made and manipulated.

The children who did this work are now in seventh grade. Recently I visited the teacher who had the class this year. She told me that some of the children had brought their marionettes to school this year to show what they had done in third grade and told all about it. She said they cherish those marionettes and the memory of the delightful work with them.

#### SUGGESTED PLAYS FOR MARIONETTES

##### *For Young Children*

The Three Bears  
The Three Little Pigs  
The Three Little Kittens  
Little Black Sambo  
Red Riding Hood  
Jack and the Beanstalk  
Hansel and Gretel  
The Singing Lesson  
Snow White and the Seven Dwarfs  
Rip Van Winkle  
Humpty-Dumpty

##### *For Older Children*

Sleeping Beauty  
Cinderella  
Epaminondas  
A Mad Tea Party  
King of the Golden River  
Rumpelstiltskin  
Pierre Patelin  
Aladdin  
The Enchanted Horse  
Pocahontas and Captain John Smith  
John Baird's Triumph  
The Rose Queen of Viremollet  
Ugly Duckling  
The Snow Queen  
The Legend of Sleepy Hollow  
The Gingerbread Man  
Treasure Island  
The Selfish Giant  
The Happy Prince  
The Bluebird  
The Elves and the Shoemaker  
Abraham Lincoln  
Alice's Adventures in Wonderland

#### SUGGESTED PLAYS FOR FIST PUPPETS

Punch and Judy  
A Night at an Inn  
Salome  
Brother Rabbit and Brother Fox  
The Three Wishes  
Don Quixote  
Yellow Dwarf  
St. George and The Dragon  
The Story of Joseph  
Hiawatha's Wooing  
Snowwhite and Red Roses  
Cinderella  
Rip Van Winkle

#### SUGGESTED READINGS

M. M. Johnson, *Possibilities of Puppetry*.  
Edith F. Ackley, *Marionettes*.  
D. T. Spoerl, *Values in Use of Marionettes*.

- Maude O. Walters, *Puppet Shows for Home and School*.  
 Maude Anderson, *The Heroes of the Puppet Stage*.  
 Martha P. Munger and Annie L. Elder, *The Book of Puppets*.  
 Edith Edmonds, *Fist Puppets*.  
 Anne Stoddard and Tony Sarg, *A Book of Marionette Plays*.  
 Catherine Reighard, *Plays for People and Puppets*.  
*Theatre Arts Monthly* for July 1928.  
 Babette & Glenn Hughes, *Sand's Plays for Marionettes*.  
 Paul McPharlin, *A Repertory of Marionette Plays*.  
 Grace G. Ransome, *Heroes, Puppets and Shadows*.  
 Alice M. Hoben, *The Beginner's Puppet Book*.  
 David F. Milligan, *Fist Puppetry*.
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STUDIES IN ELEMENTARY SCHOOL ENGLISH FOR 1944<sup>1</sup>

(Continued from page 176)

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13. Gilkinson, H., "Experimental and Statistical Research in General Speech," *The Quarterly Journal of Speech*, XXX (February, April, 1944), 95-101; 180-86.
14. White, Margaret L., "A Speech Improvement Program for the Primary Levels," *Elementary English Review*, XXI (April, 1944), 138-46.
15. Will, Nell, "A Six-Month Report on the Personality Development of a Thirteen-Year-Old Stuttering Boy," *The Quarterly Journal of Speech*, XXX (February, 1944), 88-95.
16. Wofford, Kate V., "Understanding the Reading and Speech Difficulties of Children: A Case Study," *The Elementary English Review*, XXI (December, 1944), 305-12.
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# Group Instruction in Reading

## A Suggestive Program

R. A. PULLIAM<sup>1</sup>

The initial step in planning a program of group instruction in remedial reading is the evaluation of the reading achievement of the entire group from which the reading cases will be selected. Such an evaluation should be based on a group test of reading, supplemented by the judgment of teachers who are acquainted with the reading habits of the pupils. A test is preferred that measures several aspects of reading ability and that is sufficiently long to be highly reliable.<sup>2</sup> Children who are seriously retarded should be given an individual diagnostic reading test such as the Durrell test.<sup>3</sup>

When the pupils whom the test shows to be poor in reading have been screened out, a study should be made of the difficulties manifested by each of the retarded pupils. When this is done the next question to be faced concerns the most economical and effective method of providing special instruction for them. Two general plans of grouping pupils for corrective instruction in reading have been successful. A simple plan consists of making several small groups of pupils who manifest similar weaknesses. Thus, all the pupils who are very slow readers (reading rate) can make up one group; those who are deficient in power of comprehension may be put in a second

group; and children with a vocabulary deficiency can be placed in a third group, and so on.

The different groups are met by a teacher four to five days per week during a study period, or a special period may be provided for this type of instruction. This plan of handling the instruction has the advantage of greater homogeneity within the group than is obtained with other plans.

A second plan of classification for group reading instruction is to place the pupils in regular English classes in which part of the time throughout a semester or year is devoted to instruction in reading. This plan obviously does not provide groups that are as homogeneous as are secured by the former plan; however, it does have the advantage of making provision for the correction of reading deficiencies in the regular schedule of the pupil's work and of much greater continuity of instruction. This plan has been used with considerable success in a few schools.

Any competent teacher can learn to do corrective work in reading. Her preparation should include a study of the nature of the reading processes and of the technique of giving and interpreting the results of reading tests.

### *A Suggestive Program*

It is obvious that no program of group instruction in reading can be set up that will fit all situations. The following suggestions are rather general and serve only to illustrate the type of program that may be used in group instruction in the average junior high school:

<sup>1</sup>Director of The Educational Clinic, Delta State Teachers College, Cleveland, Mississippi.

<sup>2</sup>See *Sangren-Woody Reading Test*, for grades 4 to 8, Forms A and B. Atlanta, Georgia: World Book Co. Also *Iowa High School Reading Test*, Form AM and BM. Atlanta Georgia: World Book Co.

<sup>3</sup>See *Durrell's Analysis of Reading Difficulty* for grades 1 to 8, Chicago, Illinois: World Book Co., 1937.



The principal skills to be emphasized in any remedial reading program are: (1) Vocabulary development. (2) Rate of reading. (3) Rate of comprehension.

#### I. Vocabulary Development:

1. One of the best ways to study new words is to take up those that occur in each reading selection. As most poor readers are deficient in knowledge of word meaning, one of the basic aims of every lesson in corrective reading should be to increase the sight and oral vocabulary. In addition to word meaning in connection with the regular reading, more formal study of words frequently produces good results. A good procedure is to make up word lists, each containing some twenty words, drawn from the basic list in some upper grade reader or, better, from the Thorndike or Horn lists or some other good basic vocabulary list. (The Dolch list is best for the most seriously retarded readers.) Have the pupils write the definitions of the words they know and look up the words they do not know. This plan helps to familiarize the pupils with common words and trains them in rapid use of the dictionary.
2. Another excellent method of developing an adequate vocabulary for reading is through the use of word games such as Vocabulary Baseball, Word-O and other such games. To score in the Vocabulary Baseball game a child must:
  - (a) Pronounce the word correctly
  - (b) Give a simple definition of the word
  - (c) Use the word in a sentence.

Word-O is an adaptation of Bingo. The words for use in these games may be chosen from the context of the stories read or from some basic word list such as the Dolch or Thorndike list. These games motivate word study and serve to add spice and variety to the exercise. Any number of children may participate in the games.

#### II. Emphasis on Reading Rate is Important in any Reading Program.

1. Rapid readers comprehend better than slow readers. This is partially due to the fact that rapid readers read by thought units which aid in clear comprehension, whereas slow readers call or emphasize words. Word calling slows the rate and results in scanty or poorly organized recall.

A good technique to use in increasing the rate of reading is the use of timed exercises. The material for timed reading may be selected from the textbooks or the teacher may wish to use a set of books prepared especially for this type of instruction such as *Practice in Reading and Thinking*, by Center and Persons.<sup>4</sup>

The stories in these books are well graded, and highly interesting. The words are counted and recorded at the end of each story, increasing their usability for this type of exercise.

2. Many teachers find it desirable to use mimeographed stories for timed reading exercises. This requires much work and some expense in the preparation of such materials. However, the use of such materials simplifies the scoring for determining reading rate because the teacher may have the word count recorded in advance. The preparation of such material makes it necessary to have the pupils count the words at the end of each reading period in order to find their individual rates.
3. The exercises in increasing the rate of reading should be short: usually three five minute silent reading periods, with objective checks after each reading. An individual chart should be kept for each child, showing his daily progress. The pupil should be told the norm for his grade and should be encouraged to strive to reach that norm.

<sup>4</sup>Center, Stella A., and Persons, Gladys, *Practice in Reading and Thinking*; Atlanta, Georgia: The Macmillan Co.

To speed up silent reading, certain principles should be observed. The reading material should not be too difficult. Generally exercises should contain few new words and these should involve few word-recognition or word-meaning difficulties. To increase speed, materials should be a grade or two below the pupil's grade level. Materials for speed exercises should facilitate rapid reading, plot as the predominant element.

It should be emphasized, however, that speed is not basically important in *many* types of silent reading. Reading for study often needs to be done slowly to insure careful attention to details and relationships and note associations in thinking and comparing. Reading speed, however, should be *controlled* by the pupil's attention and not limited by his faulty basic reading skills. The child should always read as rapidly as his purpose permits and should know when to slow up his reading for greater efficiency and satisfaction.

### III. Emphasis on Comprehension:

1. Since the most necessary elements in comprehension are meaning backgrounds and vocabulary understandings the pupils should use materials for the interpretation of which he has adequate meaning backgrounds. The children should be encouraged to make a conscious effort to increase their meaning backgrounds from day to day.
2. Children with comprehension difficulties are often helped by lists of questions to be answered as they read. It is helpful to give one or more questions for each paragraph. The pupil should study the question and read until the answer is found.
3. Much of the training in comprehension should be in recognizing thought units. The teacher should demonstrate to the children how people read by thought units and have them imitate her.
4. There are numerous types of exercises that may be employed in developing good comprehension, among which are: reading to locate information, reading to note details, reading to follow directions, reading to get the central thought, and the like. For the teacher of limited experiences, the most satisfactory plan is to make the correction of reading difficulties the sole purpose of the instruction and to use any available materials which will further that purpose.

### *Evaluation of Remedial Reading Programs*

The importance of evaluation in any type of educational program can hardly be over-emphasized. Even in a program in which the service aspects are definitely uppermost, evaluation of the work leads to the refinement of techniques and the improvement of the services. Better work is possible only when the results of what is already being done are known.

Test-retest techniques have a place in remedial programs as a motivating device if nothing else. Tests should be administered at regular intervals in order to demonstrate to the pupils what their progress is and to point out where improvement is needed.

The above program is not recommended for children with serious reading disabilities. Individual instruction based on a complete educational diagnosis is necessary in such cases.

# National Council of Teachers of English

## *Election Notice*

In accordance with the provisions of the recently amended constitution of the National Council of Teachers of English the Board of Directors at Columbus elected as a Nominating Committee to propose officers for 1946: Lou LaBrant, Robert C. Pooley (chairman), Rachel Salisbury, Marquis Shattuck, and Ruth Mary Weeks. The nominations made by this committee and printed below are to be voted upon at the Annual Meeting of 1945. Additional nominations may be made by petition signed by twenty Council members and presented with the written consent of the nominees to the Secretary of the Council before August 10. There is also an *understanding* that nominations from the floor may be made.

The Nominating Committee's slate for officers (to be voted upon by the Board of Directors at Thanksgiving) is:

For President: Helene W. Hartley.

Syracuse

For First Vice President: Ward Green,

Tulsa

For Second Vice President: H. A. Dominovich, Germantown, Pa.

For Secretary-Treasurer: W. Wilbur Hatfield, Chicago

The Committee's nominations for Directors-at-Large (to be voted upon by the Annual Business Meeting of all Council members) are:

Edna Sterling, Spokane

Marion Edman, Detroit

Blanche Trezevant, Baton Rouge

Edna Taylor, Janesville

Walter Barnes, New York University

Harlen Adams, Stanford University

The Nominating Committee proposes for the (traditional but not constitutional) Advisers to the Editor of the English Journal:

Florence Guild, Indianapolis

Prudence Bostwick, Denver

Roberta Green, Tulane University

Miriam Booth, Erie

Nellie Appy Murphy, Arcata, California

## *1945 Meeting*

The NCTE Board of Directors will meet in Minneapolis at Thanksgiving, the hotel to be announced later. A program meeting which Second Vice President Mark Neville is planning for teachers in the immediate vicinity of Minneapolis will become the usual national convention if travel restrictions are lifted in time. The English Clubs of Minneapolis and St. Paul will be the hosts.

## THE REVISED CONSTITUTION OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

### I. NAME

The name of this Association shall be the National Council of Teachers of English, hereinafter sometimes referred to as "the Association," "the Corporation," or "the Council."

### II. LOCATION

Its location shall be in Kansas City, Jackson County, Missouri, but it may locate its office or offices as the Board of Directors or the Executive Committee may from time to time establish.

## III. OBJECT

The purpose of this Association is to improve the quality of instruction in English at all educational levels; to encourage research, experimentation, and investigation in the teaching of English; to facilitate professional co-operation of its members; to hold public discussions and programs; to sponsor the publication of desirable articles and reports; and to integrate the efforts of all those who are concerned with the improvement of instruction in English.

## IV. MEMBERSHIP

Membership in the Council shall be open to all persons engaged in the teaching or supervision of English at any school level and to all others interested in the improvement of such teaching. Students in training to be teachers of English may become non-voting members at a reduced rate which shall be fixed by the By-Laws. Only members whose current dues are paid shall be in good standing, entitled to vote and to hold office.

The amount of annual dues shall be fixed in the By-Laws.

## V. AFFILIATED ASSOCIATIONS

Bona fide associations of teachers of English having 25 or more members, including English sections of city, state, or regional teachers' associations, may become affiliates of the Council.

Affiliates shall pay annual affiliation fees, the amount of which shall be fixed by the By-Laws.

## VI. OFFICERS AND MANAGEMENT

*Board of Directors.*—The management of the affairs of the Council shall be vested in a Board of Directors and in an Executive Committee chosen by the Board of Directors.

The directors shall be chosen in the following manner:

A. Each local, state, or regional association affiliated with the Council shall be entitled to select one or more of its members who are also members of the National Council to serve as directors of the Council. Affiliates which have between 25 and 50 members shall each be entitled to name one member of the Board of Directors. Affiliates which have more than 50 but fewer than 150 members shall each be entitled to name two members of the Board of Directors. Affiliates which have more than 150 members shall be entitled to name three members to the Board of Directors. Each director shall serve for one year unless re-elected or until his successor is selected or the affiliation of his association lapses.

B. Members of the Council shall elect 18 directors-at-large, representing a wide geographical distribution. Each director-at-large shall be elected for a term of three years. To facilitate adequate selection from various sections of the Council, the officers of each section shall furnish the nominating committee of the Board of Directors a list of six of their members annually from widely distributed sections of the country who would make valuable directors of the organization. The use made of these names shall be left to the discretion of the Nominating Committee.

C. Each of the sections of the Council, namely, the elementary, high-school, and college sections, shall elect from its own membership six representatives on the Board of Directors, two retiring each year. In the beginning, two shall be elected for three years, two for two years, and two for one year. So far as possible, geographical distribution shall be considered in the nomination of such members. This selection is to be conducted by mail ballot in May of the year in which they take office in November.



D. Council officers, chairmen of the three sections, and all chairmen of committees shall be ex officio members of the Board of Directors during their terms of office. Editors of all Council periodicals shall also be members ex officio of the Board of Directors of the Council.

Except in so far as the Council may by vote limit its powers, the Board of Directors shall have full authority to manage the business and the properties of the Council.

*Officers of the Council.*—The members of the Board of Directors shall choose annually from the membership of the Council a president, a first vice-president, a second vice-president, and a secretary-treasurer, who shall serve in those capacities both in the Council and on the Board.

Candidates for these offices shall be proposed by a Nominating Committee of five members. The Nominating Committee shall be elected by a ballot by the Board of Directors not earlier than its second session in connection with each annual meeting, one year in advance of the time when their report is to be acted upon. Nominations for this election shall be by informal ballot. No member elected to the Nominating Committee two consecutive years shall be eligible for re-election until two years have passed. The Nominating Committee shall send to the secretary of the Council by March 1 for publication in the May issue of all Council periodicals the following slate of candidates: one person for president, one for secretary-treasurer, one for first vice-president, and one for second vice-president. Additional names may be added by petition signed by 20 directors of the Council and accompanied by written consent of the persons nominated. The final slate shall be published in the October issues of the Council's periodicals and shall

be voted upon by the Board of Directors at its final meeting in November.<sup>1</sup>

*The Executive Committee.*—The officers of the Council, the last two past presidents, and the chairmen of the sections shall constitute and Executive Committee of nine members, which shall direct the work of the Council under the general policy determined by the Board of Directors and shall conduct the executive business of the Council between the annual meetings of the Board of Directors. Six members of the Executive Committee shall constitute a quorum.

#### VII. SECTIONS OF THE COUNCIL

Every member of the National Council of Teachers of English may check upon his registration blank the section in which he wishes particularly to be enrolled: elementary, high school, or college. Members of the elementary section shall receive the *Elementary English Review*; members of the high-school section, the *English Journal*; and members of the college section, *College English*. By payment of additional subscription prices, members of the Council may obtain two or more of these periodicals and belong to two or more sections.

Each section shall have a steering committee known as the Section Committee, consisting of a chairman and five additional members, two elected each year for a period of three years. A Section Nominating Committee composed of three members, one appointed by the Executive Committee and two elected by informal ballot by the members of the section at the annual meeting to serve for the following year, shall send to the secretary of the Council by February 1 for publication in the April issue of the appro-

<sup>1</sup>When this section was under consideration a resolution was adopted declaring that the Council rules of order provide for nominations from the floor.

priate periodical a slate of four names from which two shall be chosen by mail ballot in May. The chairman of the section shall name from the three members so selected the chairman of the committee. In the beginning, two members of the steering committee shall be elected for three years, two for two years, and two for one year; thereafter, two shall be elected every year for three-year terms. The chairman shall be chosen from their own number by the members of the Section Committee and shall serve a term of two years.

The election of the chairman of the elementary section shall occur in alternate years with the election of chairman for the high-school and college sections; therefore, in the beginning, the elementary section shall elect its chairman for one year only.

So far as possible geographical distribution shall be considered in the nomination of such members. The Section Nominating Committee shall also present four candidates for representatives on the Board of Directors. Additional names may be added to either list by a petition signed by 15 members of the section, to be sent to the secretary of the Council not later than April 1 for publication in the May issue of the appropriate journal. Such petitions shall be accompanied by written consent of the persons nominated. Section Committee members and Council directors elected by the sections shall take office at the close of the November meeting.

#### VIII. COMMITTEES OF THE COUNCIL

The Council shall recognize the following kinds of committees:

A. General committees appointed by the Executive Committee to carry on activities at one or more levels of instruction.

B. Intra-sectional Committees appointed by the Section Committees to carry on sec-

tional duties. Such committees must be approved by the Executive Committee of the Council.

#### IX. MEETINGS OF THE COUNCIL

The annual meeting of the Council shall be held at such place and time as the Executive Committee shall designate. Special meetings may be called at any time by the Executive Committee, or by petition, filed with the secretary, of 10 per cent of the membership of the Council.

The Board of Directors shall meet at the time and place of the Annual Meeting of the Council. Special meetings of the Board shall be called by the secretary at the direction of the Executive Committee, or upon written request made three months in advance of the date for the meeting by 20 per cent of the members of the Board. Twenty per cent of the Board shall constitute a quorum.

In the event that there is no Annual Meeting of the Council, there shall be a meeting of the Board of Directors. In the event that a meeting of the Board of Directors shall prove impossible, the Executive Committee shall be empowered to conduct an election of officers by means of ballots mailed to the members of the Board of Directors.

#### X. BUDGETS AND EARNINGS

Neither the Council nor any officer or committee shall contract any indebtedness exceeding the net balance then remaining in the treasury.

No part of the net earnings, if any, of the corporation shall inure to the benefit of any private person or party, but all net earnings shall be used solely and exclusively for the objects and purposes of the Council.

Budgets for sections and for committees shall be submitted to the Executive Committee ten days prior to the November

meeting of the Council. Requisitions throughout the year shall be signed by the chairman of the committee or of the section and by the secretary-treasurer and the president of the Council.

The fiscal year shall begin August 1.

#### XI. AMENDMENTS

This constitution may be amended by two-thirds vote of the members present at any regular meeting of the Council, provided that at least one month's notice be given to each member of the nature of any proposed amendment or addition, such notice to be sent upon the order of the Executive Committee; or by two-thirds vote of those participating in a mail ballot submitted to the members of the Council.

If a proposal to amend this constitution is presented to the Executive Committee with the signatures of 1 per cent of the members of the Council, the Executive Committee shall within twelve months submit it to vote, either giving a proper notice and bringing it before a legal meeting of the Council or sending a mail ballot upon the proposal.

#### BY-LAWS

1. The annual membership dues for voting members of the Council, including subscription to either the *English Journal* or

*College English*, shall be \$3.00; dues including subscription to the *Elementary English Review*, shall be \$2.50. Dues for non-voting student members shall be \$1.00 per semester or \$1.75 per year.

The annual dues for Affiliates in Class C, having not over 50 members, shall be \$2.50; for Affiliates in Class B, having over 50 but not over 150 members, shall be \$5.00; and for Affiliates in Class A, having over 150 members, shall be \$10.00. All memberships of Affiliates shall expire at the end of the fiscal year of the National Council, but new Affiliates paying dues after the middle of the fiscal year shall pay only one-half the annual dues.

2. The names of the officers, the directors, and the chairmen and members of all committees of the Council shall be published annually to the membership.

3. The minutes of the Executive Committee for the preceding year shall be presented to the Board of Directors at each annual meeting.

Respectfully submitted

LOU LABRANT

GEORGE PARKS

ALICE WRIGHT

DORA V. SMITH, *Chairman*

# The Educational Scene

Librarians are asked to make the following correction on the first page of their copies of the April *Review*: Vol. XXII No. 5 should be changed to Vol. XXII No. 4.

The reading clinic staff of the School of Education of the Pennsylvania State College, State College, Pennsylvania, is sponsoring a one week institute on reading problems in elementary and secondary classrooms. The institute will be held at State College, June 25-29, under the general theme "Differentiated Reading Instruction." One day will be given to each of the following topics: reading readiness, discovering reading levels and needs, children's literature, developing basic reading skills and abilities through the use of current events materials, and approaches to differentiated reading instruction. These topics will be developed by means of lectures, demonstrations, and informal discussions. The program has been planned to meet the needs of elementary, secondary, special class, reading, and speech teachers and supervisors.

"Factors Associated with The Reading Achievement of Children from a Migratory Population" is presented in two parts in the December and January issues of the *Elementary School Journal*. Class studies of the subject are reviewed and the tests used for the present study analyzed. The findings are not conclusive, but in both migrant and non-migrant children "a high relationship between reading achievements and total school achievements is found," and "the differences in the achievements and in the factors affecting the reading achievements of migrant and non-migrant children are, in general, differences of degree rather than of kind." Recent studies in child development "emphasize the fact that the child is a product of many forces. It

is imperative, therefore, that teachers approach migrant children with the same attitude which they display toward any child—with a realization of the need for determining the reason for any maladjustment and for removing or alleviating the cause."

A thousand dollar prize contest, open to seventh and eighth grade pupils, as well as high school pupils, has been announced by the publishers of *Comic Cavalcade*. The contest calls for a letter containing not less than 200 and not more than 300 words, based upon the story of *Tomorrow The World*, published in comic book form on the theme of the movie of the same name. The subject matter of the letter should deal with the question, "What would you do with Emil Bruckner—and why?" The prizes will take the form of war bonds. Information concerning the contest, which closes June 1, may be secured from the contest editor of *Tomorrow The World*, c/o All American Comics, Inc., 225 Lafayette Street, New York 12, N. Y.

The Sixteenth Yearbook of the California Elementary School Principals Association for 1944 is entitled "Guideposts for Elementary Schools of Tomorrow." It describes an advanced program for elementary education. One dollar per copy.

The April issue of *Educational Leadership* deals with the subject of reports and records of student growth. It contains analyses of various approaches to the problem, along with sample forms. . . On the same subject, a pamphlet entitled *Handbook of Cumulative Records* has been published by the U. S. Office of Education. It is Bulletin No. 5, 1944.

A single-frame film strip entitled "We Are All Brothers—What Do You Know About



Race?" to be used by discussion groups is distributed by New Tools for Learning, 280 Madison Avenue, New York 16, N. Y. Price, \$1.00 plus postage. . . The General Record Company of New York City sells at \$1.50 per album an educational recording entitled "A Day At The Circus." It is explained that although the animals would appeal to very young children, the vocabulary and explanations are more suitable for intermediate grades. An excellent new pamphlet on intercultural education entitled *The Education of Teachers for Improving Majority-Minority Relationships*, by Ambrose Caliver, is published by the United States Office of Education. Fifteen cents. . . A helpful analysis of audio-visual instruction is contained in the new publication of the American Council on Education, *A Measure for Audio-Visual Programs in Schools*, by Helen Hardt Seaton. The American Council on Education may be addressed at 744 Jackson Place, Washington 6, D. C.

Here are the Junior Guild titles for the month of May, 1945: for boys and girls, 6, 7, and 8 years of age, *The Little Fellow*, by Marguerite Henry, John C. Winston Company, \$2.00; for boys and girls, 9, 10, and 11 years of age, *Mystery of the Old Barn*, by Mary Urmston, Doubleday, Doran, \$2.00; for older girls, 12 to 16 years of age, *The Singing Cave*, by Margaret Leighton, Houghton Mifflin, \$2.00; for older boys, 12 to 16 years of age, *Stocky, Boy of West Texas*, by Elizabeth W. Baker, John C. Winston Co., \$2.00.

The Pan American Union has recently issued a second set of ten booklets in its series for young readers. In the present set four are biographical, two on Cortes and Bolivar, two

on the less familiar Barti, leader in the Cuban revolution, and Artigas, liberator of Uruguay, outstanding among progressive countries in South America. Subjects of the other booklets are: The Aztec People, Colonial Cities of South America, The Amazon, Transportation, The Pan American Sanitary Bureau, Five Birds of Latin America. As in the the ten booklets issued last year, each subject is treated in sixteen pages of text, illustrated with maps and pictures, sometimes in color. The style, though simple and lively enough to appeal to boys and girls of ten years of age, has nothing in it of writing down which might offend a reader of any age. Single copies may be ordered at five cents each, and most school libraries will find use for a complete file of the twenty booklets issued during the past two years. Teachers everywhere will be grateful to the Union and especially to the editor of the series, Dr. Mae Galarza, for offering aid that is both authoritative and attractive.

Reynal and Hitchcock, Inc., announce the Youth Today Contest for books for young readers, with an award of \$3,500, of which \$1,500 is an advance on royalties. The award is offered for the most sensitive, realistic treatment of some aspect of contemporary American life and youth problems, either fiction or non-fiction—a story intimately related to our modern world, and vitalized by the author's genuine concern with an important problem of young people today. The judges will be Nora Beust, Max Herzberg, Clara S. Little-dale, Irene Smith, Lillian Smith, and Mark Van Doren. Closing date of the contest is February 1, 1946. Blanks may be secured from Reynal and Hitchcock, Inc., 8 West 40th Street, New York, 18 N. Y.

# Review and Criticism

[The brief reviews in this issue are by Carrie Rasmussen, Ivah Green, Helen R. Sattley, Hannah M. Lindahl, Jean Gardiner Smith, Dorothy E. Smith, Elizabeth O. Williams, and Mary D. Reed. Unsigned annotations are by the editor.]

## SPELLING TO WRITE

Any new series of spellers must be examined in relation to the problems in the teaching of spelling, among which are vocabulary, relation to language program, emphasis on word meanings, adjustment to individual differences, and training in word attack, to mention only the most important. It is perhaps impossible to get a series that satisfies everyone on all five of these counts, but a series should be satisfactory on many of them. A new set of seven books, Grades 2 to 8, deserves consideration because it is superior, with regard to these problems in teaching spelling, to many now in wide use.

First of all, the new series, by its title, *Spelling to Write*,<sup>1</sup> and by frequent statements in directions to teacher, emphasizes that it uses a "writing vocabulary." We are not told whether this means a writing vocabulary of children or of adults. As we look through the word list, we find in Grade 6 such words as "objective," "remote," "guilty," and "yield" and must assume that the writing vocabulary of adults is intended, or else it is assumed that the children will be required to write on adult topics in adult ways. In this respect, this new series is little different from old ones.

Second, it says it is "designed to make spelling an integral part of the total language program." To do this, it first uses reading matter. Each lesson, each week, presents an episode in the lives of one or two children of the appropriate grade. These episodes first

deal with child life, and then branch out into the environment, into nature, into industry, into geography, history, and so on. Through this device, the authors include the typical vocabulary of the school subjects, and the more common adult vocabulary. This "getting the words into reading matter" is interestingly done, and to that extent combine spelling with the "language program." A second method of getting language combined with spelling is frankly to center language around the spelling material. This is done by the directions (ranging from 16 to 20 per lesson) for things to do.

Third, there is much recognition of the emphasis on meaning. Meaning comes through context in the reading matter, through explanations in the directions, through much "use in a good sentence," and through a little dictionary at the end of each book beginning with Grade III. All this is to the good, except that the dictionaries beginning with grade IV do not observe the modern trend in dictionary making for schools, that is, fuller explanations, simpler words, and sentences to show meaning. We can hardly explain "barrel" with "container," or explain to children that "Christmas is observed on Dec. 25th," to give two examples chosen at random.

Fourth, does this new series recognize an adjustable word list? Practically, it does not. There are 3,624 words in the regular lessons for all to study. There are an additional 1,700 for those who do not find 3,624 words enough, but there is no recognition that for many children a smaller list is more efficient in the end. If one were to guess the reason for this

<sup>1</sup>By Arville Wheeler and Clyde Moore. D. C. Heath & Co., 1945. (7 Books.)

situation, it might be that it is a concession to schoolmen who think the solution to poor results in spelling is to teach more spelling instead of to teach spelling better.

The fifth question is whether this new series actually teaches children methods of attack on new words. It claims "a functional program of word analysis and phonetic skill" and reproduces in its prospectus a "special work" page dealing with phonics. But what is the balance in the actual books between visual attack and sounding attack? The answer must be that visual attack greatly predominates. The child is constantly told to "notice" certain parts. "Notice the *tch* in pitcher." "Write about. Look at *ou*." There is a little attempt to teach sounding, but without much skill. For instance, one direction says, "Say cap-tain. Remember the sound of *tain* as in *curtain*, *certain*, *mountain*." Nothing is said as to how *tain* is to be pronounced, and the average child would certainly call it "ten" or "tun." But is this a good way to teach that *ai* is sounded as long a? And there is this surprising direction, "Sound *earth*. Notice the sound of *ear* in this word." What is meant is that it is *not sounded as ear* but as *ur*, as in the words *earn*, *learn*, and so on. Another point is the direction, "Name the vowel in the middle of *gloves* and point to the silent *e*." It has been taught that silent final *e* makes the vowel long, and the child is left to infer that this is an exception or the teacher is expected to point this fact out. In short, the teaching of phonics could certainly be improved.

But, as stated at the beginning, we can scarcely expect to find all modern trends in their best form in any one speller. This new series is commendable in many ways and deserves consideration.

E. W. DOLCH,  
The University of Illinois

## EXPERIENCES IN "OUR LIBRARY"

In *Our Library*<sup>1</sup> teachers are afforded an opportunity to "swap" experiences with an inspired speaker and a fascinating conversationalist who writes as she talks. *Our Library* is an unusual book by an unusual teacher-librarian. The setting is the Plandome Road School, Manhasset, Long Island, where Phyllis Fenner is Our Librarian and all the children say, "It's Our Library." The story is about a library that really works.

In this story of *Our Library*, the 174 pages are comfortably filled with charming and humorous discussions of fifteen ways (chapters) to win library friends and to influence library attitudes. Teachers are given a good healthy point of view, without having to plow through the usual high sounding pedagogues. Librarians are given a good spring tonic because Our Librarian is a contrast to Betty Smith's unimaginative Brooklyn book hoarder. Parents will chuckle over this warm little book and come to a better understanding of how an elementary school library can contribute to better learning.

"Our Library" is at once a social center, club house, attitudes clinic, newspaper office, children's theater, parent guidance center, propaganda center for good books, a functioning democracy—all in one. The children work in it; they listen to great music; they hear stories read and told; they play stories; they write stories and poetry; they research; they read. *Flyin' High*, the school magazine, is written, edited, and published in it. Parents come for advice. They want to know what books to buy for Christmas presents and how to interest Johnny in books. Our Librarian doesn't have time to get tired; too many interesting things are happening.

"This Is Fun" is the title of the chapter

<sup>1</sup>Phyllis Fenner's book *Our Library* was published in 1942 by John Day and sells for \$1.40.

dealing with the care and use of books and with library information. Procedures for stimulating interest in reading and "looking up things," teaching note taking, location of information, and the like are discussed in terms of business being transacted. The children are the customers. It is fun to play the library games which advertise books and familiarize the child with them! "Children are always susceptible to advertising."

In the chapter "Tricks in Every Trade", Miss Fenner shows us how everything gets done in *Our Library*. Belonging to the Library Club is an honor. "Helping in the library is very popular and serves many purposes." It is *our* library because the children work in it, filing catalogue cards, straightening shelves, pasting book pockets, putting books away (and incidentally "pushing the big book truck around"! ), and arranging bulletin board displays (and being credited: "This bulletin board arranged by———"). Everyone works—the bookworms and the non-readers! Then, too, there's room for the Stamp Club and the Penguin Club (dramatics). "But one of the trickiest and pleasantest of the librarian duties, however, is just plain being friendly and helpful to every child until he knows her and feels she is a friend he wishes to drop in to see." Yes, a librarian must be a human being first.

"These Little Things Are Great" is a chapter on administrative details. After reading this spirited discussion, the little things become quite important! For example, the monthly report to the principal and the annual report begin with awe-inspiring circulation figures (which may be quite without significance!) and a statement of books purchased, but the bulk of it describes how the library contributed to richer living for chil-

dren, teachers, and parents. Miss Fenner attributes much of her freedom "to work out new things to the fact that I gave these accounts of the doings."

"I've Got a Story in my Head" is a human interest account of how *Flyin' High*, the school literary magazine, came into being. Children with "stories in their heads" were encouraged to organize and publish a magazine that gave a lift to the whole school. Every teacher can profit from reading this chronicle of a children's magazine written, edited, and published by children.

In "Here Comes the Story Teacher", the author brings a wealth of experience in story telling. Children like incongruities that tickle their sense of humor, "bated breath" suspense, and "someone fooling someone else." Story telling serves to provide fun, to introduce good books, to give a feeling for the beauty of language, and to give emotional tone to other school activities. The story teller "must like the story herself", select an appropriate time for telling the story, "know the story well so that there will be no hemmings and hawings", and forget herself in the telling. Phyllis Fenner makes you want to become a "story teacher."

In the chapter entitled "This is my Part in the Library," Miss Fenner tells how "everyone in school can find his place in the library": the foreign child with a special interest in music; children with a "poetic gift"; Paul, whose only interest seems to be in medicine; boys intrigued by *Popular Mechanics*; Barry, the staple repair man; Tom, the friendless child; Sheila, a little bit of a girl who reads too much; and the teacher with suggestions for books. Yes, everyone can find his place in *Our Library*.



The gentle art of handling diminutive editions of prima donnas is described in "Let's Play a Story." And so the teacher-librarian applies herself to directing free dramatizations of stories. Writing plays and dramatizing is worthwhile because it is fun. Of course, there is no harm in developing imagination, creativeness, and general personality!

How Our Library was made a physically comfortable place for children is described in the chapter "It's Our Library." Our furniture consists of "two little sofas as big as a minute, sixty tiny club chairs upholstered in red and blue, two wing chairs in gay chintz, ten Story Hour stools, a glass-top display table, two round tables seating four each, and two long tables seating eight each." But these material things were the last to be added.

In every line, Miss Fenner lives up to the belief that a person should be a human being first and a librarian second. She is appreciated by her colleagues and worshipped by her pupils. Reading this book is one way for all teachers and librarians to swap experiences with one who believes that "by putting service first, much can be done."

Paraphrasing Wanda Gag, "She is such a clever girl and always knows what to do, I'm quite sure she will get along well with whatever she does."

EMMETT A. BETTS,

School of Education  
Pennsylvania State College  
State College, Pa.

*Nathan, Boy of Capernaum.* By Lillie Amy Morris. E. P. Dutton, \$2.50.

The story of a boy seeing, understanding, and interpreting Jesus through a boy's eyes, not an adult's. This rare and deeply satisfying book deals with the days when Jesus walked about in the land of Judea, healing the sick, performing miracles, preaching kindness and peace. It makes the gospel story live and cannot help capturing the imagination and devotion of the boy or girl who reads it.

C. R.

*Plays Without Footlights.* By Esther E. Galbraith. Harcourt, Brace, \$1.40.

This book will no doubt be an answer to the prayers of both English and Speech teachers who have wished for a book suitable for "play reading," and incidentally improving reading skills, both oral and silent. All classes, without exception, seem to like to read plays, and this book answers that purpose. However, speech teachers and dramatic directors will find in the collection material not heretofore easily accessible, and a number of plays suitable for presentation to school audiences. The plays are contemporary and include *The Happy Journey to Trenton and Camden*, by Thornton Wilder, *The People with Light Coming Out of Them*, by William Saroyan, *Journey to Jerusalem*, by Maxwell Anderson, *Papa is All*, by Patterson Greene, and seven others.

C. R.

*Dogs and How to Draw Them.* By Amy Hogeboom. The Vanguard Press, \$1.00.

Excellent photographs of nine different kinds of dogs, their characteristics, and simple, step-by-step directions.

I. G.

*Don't Run, Apple.* By Quail Hawkins. Illustrated by Phyllis Cote. Holiday House, \$1.00.

A "tale of fears faced" by five-year-old Apple. Easy reading. Attractively illustrated.

I. G.

*Hannibal's Elephants.* By Alfred Powers. Illustrated by James Reid. Longmans, Green & Company, \$2.25.

Agenor, the boy assistant to the keeper of Hannibal's elephants, tells of his exciting adventures during the ancient Carthaginian wars. The mystery of the antagonism Old Anak, the elephant, felt for one of the generals threads through this fine historical fiction book. Recommended for junior and senior high school. Pass it on to the ancient history teachers.

H. R. S.

*Two Young Corsicans.* By Anna Bird Stewart. Illustrated by Catherine M. Richter. J. P. Lippincott, \$2.00.

A quiet story of a Corsican boy and his colt which will bring to 5th, 6th, and 7th graders the qualities of the island people, themselves, simplicity, honesty, kindness. The author has visited in Corsica many times.

H. R. S.

*"Watch Me" Said the Jeep.* By Helen Ferris. Illustrated by Tibor Gergely. Garden City Publishing Company, Inc., \$1.00.

A rollicking, lively story about the antics of a jeep. Both the amusing, rhythmical text and the humorous pictures will delight little children.  
H. M. L.

*Running Away with Nebby.* By Phillis Garrard. Illustrated by Willy Pogany. David McKay Company, \$2.00.

This exciting story of the experiences of two English children and their horse, Nebuchadnezzar, will especially interest intermediate-grade children who like stories about horses. The illustrations are appropriate and effective.

H. M. L.

*First Whisper of "The Wind in the Willows."* By Kenneth Grahame. Edited, with an introduction, by Elspeth Grahame. Lippincott, \$1.50.

To know Kenneth Grahame and his little son Mouse, to find a new story about Moley and Bertie the Pig, and to read the letters which were the first whisper of a cherished book is indeed to have "infinite riches in a little room." A book for all people of discernment, young and old, who love *The Wind in the Willows*.

J. G. S.

*Fashion Is Our Business.* By Beryl Williams. Lippincott, \$2.00.

Easy to read biographical sketches of twelve fashion designers, ten women and two men. Two photographic illustrations are included for each designer. Good career material for junior and senior high school.

J. G. S.

*The Birthday of a Nation: July 4, 1776.* By Frances Rogers and Alice Beard. Illustrated by Frances Rogers. Lippincott-Stokes, \$2.00.

Here is the story of the Declaration of Independence and of the members of the Con-

tinental Congress who were responsible for bringing it into being. It is excellent history for junior and senior high school students—exciting, human, and vivid. The material has been selected with discrimination and handled with skills that the document itself is seen as a reflection and perpetuation of the unquenchable spirit of its authors. The illustrations, one in color and nine in black and white, contribute much to the text. The book is sure to have a long life; it is to be hoped that, when war restrictions are lifted, it will be one of the first to be reissued in a format that it deserves.  
D. E. S.

*Dixie Dobie.* By Margaret S. Johnson and Helen Lossing Johnson. Harcourt, \$2.00.

An exciting story, for children 8-12 years of age, about a wild pony who lived on an island near the coast of Nova Scotia. Dixie's adventures at sea and on the mainland will please both boy and girl readers. Clear, attractive type.

*People and Progress.* Teachers edition. By William S. Gray, Marion Monroe, May Hill Arbuthnot. Scott, Foresman, \$1.20.

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